DOCUMENT RESUME

ED 279 742 UD 025 355

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TITLE The Urban League of Rochester Education Initiative.
INSTITUTION Urban League of Rochester, Inc., N.Y.
PUB DATE Oct 86
NOTE 117p.; Paper presented at the Annual Conference of the National Black Child Development Institute (16th, Miami, FL October 8-10, 1987).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Black Students; Community Involvement; Dropouts; *Educational Improvement; *Elementary Secondary Education; Equal Education; *Participative Decision Making; *Problem Solving; School Effectiveness; Student Reaction; Teacher Student Relationship
IDENTIFIERS *Excellence in Education; New York (Rochester); Urban League

ABSTRACT

In 1985 the Urban League of Rochester organized an Education Initiative and held a series of Speak Out Forums and conferences for students, parents, educators, and the community to arrive at an answer to the question: What can be done to improve the academic performance of Rochester's students? This document contains the following papers pertinent to those forums, conferences, and related meetings; (1) a description and timetable of activities from January 1985 to July 1986; (2) lists of involved organizations; (3) summaries of problems brought up by students at Speak Out, and suggested solutions; (4) public relations releases and letters about the initiative; (5) meeting and conference agendas; (6) report of the Community Task Force on Education, summarizing results of the 1985 Education Initiative meetings and stating problems and recommendations for change; (7) report of the Chamber of Commerce/Industrial Management Council's Business/Education Task Force pinpointing problems and making recommendations; (8) statistics on enrollment, attendance, dropouts, etc. in Rochester schools; and (9) a list of school action committee improvement objectives, projects to achieve those objectives and the results of those projects. (PS)

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The Urban League of Rochester

Education Initiative

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The Urban League of Rochester

Education Initiative

by

William A. Johnson, Jr.
President and Chief Executive Officer
Urban League of Rochester, N.Y., Inc.

A paper presented at the 16th annual conference of the National Black Child Development Institute, Miami, Florida, October 8 - 10, 1986.

URBAN LEAGUE OF ROCHESTER
EDUCATION INITIATIVE
JANUARY 1985--JULY 1986

THE INITIAL PLAN FOR THE URBAN LEAGUE OF ROCHESTER (ULR) EDUCATION INITIATIVE WAS DESIGNED TO INCLUDE FIVE PHASES:

Phase I -- Meetings with key groups in the community to solicit support and participation

Phase II-- Three Speakouts involving:
Students
Parents
Educators

Phase III-- A Conference/Symposium jointly sponsored by ULR and University of Rochester

Phase IV-- Town Meetings

Phase V-- Formation of School Action Committees and a City-wide Steering Committee

Below is a summary of how each phase was implemented and its results.

PHASE I

Meetings were held and letters were sent to key community organizations and individuals to solicit their support as co-sponsors of the Community-Wide Initiative on Education (see attachments A and B).

By October 23, 1985 sixty-two organizations had formally and publicly endorsed the Education Initiative.

Meetings with representatives of the business community resulted in the formation of a Business Task Force by the Chamber of Commerce and the Industrial Management Council in September, 1985 to determine how business resources could best participate in the effort to overcome problems being experienced in education. Its report was released along with the "Call to Action Report" in March 1986 (see attachment L).

PHASE II

The Youth Speakout was held April 22, 1985 to solicit from students, solutions to the major problems of academic achievement plaguing the Rochester City School District. Approximately 200 students attended the Speakout which lasted approximately 3 hours. A synopsis of the issues addressed and the comments raised are set forth in Attachment C.

Preparation and promotion of the Parent Speakout included volunteer canvassing of City neighborhoods to conduct a survey of parents' attitudes toward the schools and inform and encourage them to attend the Speakout, which was held May 22, 1985.

Volunteers and assistance for canvassing and promotion of the Speakout were requested and received from Churches, Neighborhood Organizations, and other groups and organizations concerned about quality education. News releases and fliers were also distributed to inform parents about the Speakout (see attachments D, E, F, G, H).

Approximately 250 parents participated in the Speakout.

The Educators Speakout was also held in May, 1985.

Phase III

The University of Rochester and ULR jointly sponsored a conference "to involve a broad cross section of the community in the development of an action plan" to address the problem of "the large and growing number of young people who are failing in our City schools". The Conference was held on June 24, 1985 from 4:00 p.m. to 9:00 p.m. at the University campus (see attachments J & K).

147 persons representing a broad section of the community participated in the Conference. As a result of the conference a Task Force was formed in August 1985 under the joint sponsorship of the ULR and the Center for Educational Development. The charge to the Task Force was to develop recommendations on actions that should be initiated by various sectors of the community to impact on the academic achievement of students in the City School District.

This Task Force and the Business Task Force issued a "Call to Action" Report on March 6, 1986 at a luncheon to which close to 300

leaders and representatives from a broad section of the community attended (see attachment L).

The "Call to Action" report included a recommendation that the Center for Educational Development and the City School District be responsible for forming a Community Roundtable on Rochester Schools that would include representatives from the City School District, business, higher education, religious institutions, cultural institutions, human service agencies, service organizations, the school-based committees, the City of Rochester and the City School District. The Roundtable was convened for the first time in May, 1986 and has expanded its membership to include student representatives and a representative of the school principals. The ULR is represented by a ULR Board member, and the President and Chief Executive Officer is an Ex-Officio member.

The primary function of the Roundtable is to promote, monitor and advocate the implementation of recommendations made in the "Call to Action" report, maintain community concern and involvement in the Education Initiative and advocate for city schools before the city, county, state, and federal governments.

A number of actions have been taken by communtiy organizations and institutions as a result of the "Call to Action" (see attachment M).

Phase IV

Town meetings were held at 11 different locations throughout the community on Oct. 29, 1985. Neighborhood Organizations and Settlement Houses acted as lead agencies in setting up the meetings in the areas of the City that they serve. Prominent persons representing a broad section of the community made spot announcements which were used by local T.V. stations to help promote the Town Meetings. Posters, fliers, and public service announcements were also used for promotion (see attachments N, O. & P).

The agenda included a welcome and introduction by the moderator, an edited videotape of the Speakouts and the U of R Conference, discussion groups and registration for School Action Committees (see attachment Q).

Materials distributed to participants included an agenda, the ULR invitation to the community to participate in "A Community-wide Initiative To Improve the Quality of Rochester Public Schools", an Education Fact Sheet on elementary and secondary schools in the

City School District, and a registration form (see attachments R, S, T & U).

Over 1097 persons participated in the Town Meetings; 593 registered for School Action Committees.

PHASE V

The first School Action Committee meetings were co-convened by the school principal and a community volunteer in December 1985. Fact seets on each school were provided to help committees identify specific areas of weakness in each school (see attachment V).

To date 32 out of 44 city schools which selected projects have implemented them and have reported on their results. 23 Schools have reported their project plans for the next school year. The remaining schools are still in the process of formulating plans for 1986-87 (see attachment W).

A City-wide Steering Committee was convened by the ULR on April 8, 1986 with 23 schools represented at the meeting and 8 more schools joining in at least one of the final two meetings for the school year. The primary function of the City-wide Steering Committee is to share information, advocate for the duplication of projects that have proven effective, and assist in the identification of resources that School Action Committees may need to implement school based projects (see attachment X).

Urban League of Rochester
Education Inititive
Timetable of Activities
Jan. 1985 - July 1986

Month	Activity
Jan. '85	Formation of ULR Board Planning Committee.
Feb.---	Meetings and contacts with community representatives for participation and endorsement of Initiative.
April	Youth Speakout held.
May	Parent & Educators Speakouts held.
June	University of Rochester/ULR Conference held.
Aug.	Formation of Community Task Force.
Sep't.	Formation of Business Task Force.
Oct.	Town Meetings held.
Dec.	First meetings of School Action Committees held.
March '86	Community and Business Task Forces' "Call to Action " report released.
April	First City-wide Steering Committee meeting held. Report on School Action Committee projects issued.
May	First meeting of Community Roundtable held.
July	Report on results of School Action Committee projects issued.

Urban League of Rochester
Education Initiative

List of Attachments

Attachment	Name
A	Organizations' List For Commitment to the Initiative
B	Form Letter For "Statement of Commitment"
C	Youth Speakout Forum: Comments and Solutions, 4-26-85 with Appendix A: Rap on Student's Perspective
D	Questionnaire: Parent Speak-Out and PARTICIPANT SIGN-UP SHEET
E	Memo Announcing "Parent Speak-Out" to Community Groups, 4-17-85
F	News Release Announcement of Neighborhood Surveys and Parent Speak-Out, 5-22-85
G	News Release re Parent Speak-Out
H	Initial Flyer, "E's DON'T STAND FOR EXCELLENCE"
I	Parent Speak-Out Program Agenda
J	Letter of Invitation to Conference at the University of Rochester (UR)
K	Program Agenda at UR Conference
L	Report From the CED/ULR TASK FORCE, "CALL TO ACTION'
M	Update on Responses to the CALL TO ACTION
N	List of LEAD AGENCIES For Coordinating Phase IV

O News Release Announcing the TOWN Meetings

P POSTER announcing the Town Meetings

Q Welcome and Introductions at Town Meetings

(Town Meeting Folder:)

R Statement of COMMUNITY-WIDE INITIATIVE TO IMPROVE THE QUALITY OF ROCHESTER PUBLIC SCHOOLS, in brochure

S Town Meetings Agenda

T Volunteer "Registration for Action" at Town Meetings

U Education Fact Sheet, District-wide

V Education Fact Sheet, Sample of Secondary and Elementary School

(End of Folder)

W School Action Committee (SAC) Status Report, July 1986

X City-Wide Steering Committee, (CSC) Statement of Purpose, July, 1986

ATTACHMENT A

THE FOLLOWING ORGANIZATIONS ENDORSE THE EDUCATION INITIATIVE AS OF OCTOBER 23, 1985.

Action for a Better Community, Inc.
Alpha Kappa Alpha Sorority, Inc.
American Red Cross Rochester Monroe County Chapter
Baden Street Settlement
Baptist Ministers Alliance of Rochester and Vicinity
Boy Scouts of America
Brockport Alumni Association
Catholic Youth Organizations
Center for Educational Development
Charles Settlement House
Charlotte Community Association
Church of God, Rev. Julian Cox, Pastor
City of Rochester Office of Human Services Planning
City of Rochester Recreation and Community Services Department
Community Partners for Youth
Community Schools Council
Concerned Citizens Committee
Delta Sigma Theta Sorority, Inc.
Eastside Community Center
Educational Opportunity Center - SUNY Brockport
Eureka Lodge #36 Prince Hall
Genesee Ecumenical Ministries
Genesee Settlement House
Girl Scouts of Genesee Valley
Greater Rochester Tougaloo Alumni Association
Group 14621 Community Association
Health Association of Rochester and Monroe County, Inc.
IBERO-American Action League
Industrial Management Council
International F.A.M. Masons and Order of Eastern Star
Links, Inc., The
Marketview Heights Association
Metropolitan Women's Network
Monroe County Human Relations Commission
Montgomery Neighborhood Center
New York State Division for Youth
Nineteenth Ward Community Association
Northeast Area Development
Northwest Area Community Association
Office of Black Ministries
Panel of American Women
Parent Education and Training Office - City School District
Progressive Church of God in Christ
Rochester Area Chamber of Commerce
Rochester Association of Black Educators
Rochester Association of Black Social Workers
Rochester - Monroe County Youth Board
Rural New York Farmworkers Opportunities, Inc.
St. Bridget's Church
St. Stephen's Episcopal Church
School #2
Sisters for a Better Black Community
Southeast Area Coalition
Statewide Youth Advocacy, Inc.
Temple B'rith Kodesh
Trinity Emanuel Presbyterian Church
United Church Ministries
University of Rochester
Urban League of Rochester Guild
Urban League of Rochester, New York, Inc.
Webster Park Neighborhood Association
YWCA of Rochester and Monroe County

ATTACHMENT B

Dear Steering Committee Member:

Many of you have been meeting with us for the last several months because you believe our work can affect positive change in the city public schools. We're still in the midst of identifying organizational and individual support.

And as a supporter, we want to be able to say publicly that your organization is a co-sponsor of this Community-Wide Initiative on Education. There is strength in numbers. For this reason, we ask you to complete the form below.

Sincerely,

Constance M. Mitchell

Constance M. Mitchell,
Chairperson,
20th Anniversary Planning Committee

STATEMENT OF COMMITMENT

I, _____, as a representative of

_____, lend my support and energy as

a co-sponsor of the COMMUNITY-WIDE INITIATIVE ON EDUCATION.

Signed_____

Date_____

ATTACHMENT C

An Initiative in Education:

Comments and Solutions

1985 Urban League of Rochester
Youth Speak Out Forum

A Report to the Rochester Monroe County Youth Bureau
Prepared for the Urban League Youth Services Division
by Maurice C. Grant II, Research Analyst, Urban League of Rochester, NY, Inc.

July, 1985

The Urban League of Rochester has conducted Youth Speak Out Forums annually in an effort to determine youth service needs. In the past, the topics of individual forums have dealt with multiple issues, i.e., Employment, Education, Crime, Drugs, Recreation, Family, etc. This year, however, in commoration of the Urban League's twentieth anniversary, the agency has chosen to concentrate on the single, most important issue pertaining to youth in the Rochester community: the quality of education provided by the Rochester City School District. Given the knowledge of the major problems in urban education, the League has asked the students, **"What can be done to improve the academic performance of Rochester's students?"**

The results of the Student Speakout, as presented in this report, provided adequate space for City School District officials to institute policies for improving student performance. However, the student's forum was merely one facet of a larger plan. In fact, the Student Speakout provided only one side of a multi-dimensional issue. Subsequently, the Urban League held similar forums for parents and for educators. Combined, these views provided a truer view of the factors involved in the crisis of education which dampens the achievement of minority students in Rochester public schools.

The objective of the April 22nd Student Speakout was to solicit, from the students, solutions to the major problems of academic achievement plaguing the Rochester City School District. Nearly 200 students met in the auditorium at the Hochstein School of Music at 50 North Plymouth Avenue. The forum, which lasted for three hours, was a success.

While the forum, at times, resembled a grievance hearing with students giving testimonies of administrative injustice, the overall objective, nevertheless, was adequately served. Granted, the students in most instances were unable to explicitly state a course of resolution. Nevertheless, the implicit statements by the students forged the development of potential solutions.

The following is a synopsis of the issues addressed by designated student-presenters and the comments raised by the general forum. The corresponding suggested solution are presented in similar fashion in an adjoining column. This format, listed according the the nature and the emphasis of discussion, is preferred because it allows the inquirer to spot major issues and to identify corresponding solutions. In addition, an appendix, which depicts the views of a student in alternative education, is attached (See Appendix A). It is our opinion that this student's perception engulfs those of a silent minority which is slowly becoming an insistent majority (school-age children either out of school or in some form of alternative education).

Ref. #	Designated Presenter (School)	Topic
1.	George Simmons (Franklin)	Magnet Schools v. Comprehensive Schools
2.	Beth Clifford (East)	Educational Equality
3.	William Curry (Monroe)	Student-TeacherCommunications
4.	Holly Wilson (East)	C-Average Policy
5.	Dorothea Crittenden (Franklin)	Conduct
6.	Tonia Golden (Wilson)	Conflict Resolution
7.	Liam Clocksin	Retention
8.	N/A	Misc.

Ref. #	Comments	Suggested Solutions
1.	Magnets allow students a choice in career interests; however, specialization is premature for students interested in college and it is a disincentive to achieve in other fields (situation at Monroe High and the School of the Arts).	Efforts should be made to improve curriculum of comprehensive schools - emphasis on the basic needs of students and motivational training to encourage students to achieve.
8.	Motivation begins in the home and emanates from the student; however, the job of counselors is to consult students about serving career opportunities, thus as a source of motivation.	Counselors should be trained to motivate students and to provide all available options to all students without regards to academic performance. Allow the site the right to decide.
8.	Role models are essential to the growth and development of susceptible youths.	Reinstitute Upward Bound to assist junior high school transition to high school and expand PRIS^{2}M to incorporate all area high schools (alternative schools included). Additionally, administration should encourage and provide students contact with minority role models
2.	Currently, few students are exposed to the histories and cultures of minority groups. Of those studying these areas, virtually none are non-minority.	All CSD students should be exposed to more than American and European humanities. The core CSD curriculum should include African-American, Hispanic-American and Asian-American history. Additionally, courses should include study of Native American history and culture. All studies should be endemic.
3.	Crucial to establishing a proper, controlled, learning environment are the existence of mutual respect and constructive student-teacher communication: (See Appendix A for a student's prospective of the present environment).	CSD teachers and administrators should respect the needs and demands of students in an effort to facilitate constructive communication. Subsequently, teachers should always consult students individually - NEVER PUBLICLY. Disciplinary action should be taken after classes and within the supervisory domain of a senior administrator or counselor.

4.	While students do not agree with the application of the C-average policy, hall sweeps and detention policies, the students generally agree that each has a commendable objective.	All administrative policy, whether district-wide or school-specific, should exhibit a consistency of application. Regardless, of the individual or the circumstances, all students determined to have failed to meet prescribed conditions should be penalized accordingly in equal fashion.
5.	Other than the presenter's assertion that proper conduct should be taught at home and exhibited in class by both students and teacher, there was no discussion of this issue directly.	None offered
6.	CSD adminstators and teachers are having difficulties in the area of conflict resolution.	CSD should rely on professional consultation in matters of conflict between students and teachers or administrators. If necessary, CSD should retain more social workers or psychologists (who have studied in areas of minority needs) to handle the case load.
7.	Minority students are more likely to drop out of school either because of boredome, pregnancy, supension or academic deficiency.	CSD should review current curriculum offerings in an effort to incorporate courses which may reduce student apathy (courses requiring active participation). Day care services should be provided at each school for teen-mothers wishing to continue in the school system (a separate school would not be psychologically constructive). Programs of alternative education for students suspended from regular schools should be revamped in a manner that will require regular attendance and provide regular course work. The objective of the day care programs and the alternative schools should be to facilitate re-entry into the regular educational system. Those students at-risk of leaving school because of academic deficiencies should be referred to the Skills Improvement Program (SIP) and given individual counseling.

APPENDIX A

A Student's Perspective (Translated from tape of forum for the purpose of this report only).

Well listen to me everybody while I bust this now:
It's 'bout school education and how it's goin' down.
My name is _____ and I'm here to say,
"I got a rap for you each and every day."
I was sent here just like I am
by the people at the Nor'side Tutorin' Program
to give my opinion from bottom to top
of what you should keep doing and what you should stop.

First you have to get a teacher who can deal with a child.
It doesn't matter if they're suttle or if they're wild;
or you should get down and get with the thing because...
Because...because...because...because...
Let me tell you.

First you have to get a teacher who can deal with a child;
It doesn't matter if they're suttle or if they're wild.
And it really shouldn't matter if the kid has class;
For if they do their school work, they should all pass.
But some teachers bring their problems on the situation;
And small class rooms - they have an over population.
So under the pressure they get on us-
One slip of the tongue, out the room without the fuss.

So you know what I'm tryin' to say;
This rap goes like this each and everyday
See...tick....

Three...three...three times out of ten it's really not a fight,
Because on rights and regulations they meant their rights.
All a kid needs is the chance to explain.
All the [hurt], bitterness and pain.

But no, most the times it happens, they send you right out;
They'll tell you - they never tell you normal, they always have to shout.
And of course they always get you made when you here this kind of thunder,
'Cause they're not your guardian - as in father or your mother.
So you're out there in a room with few choice words;
But the choices are the ones your dean has heard.
So you get long term suspension and a sign with a pass;
And now a days there's no telling how long that might last.

So you're out there in the street tryin' to get a grip on life
Wishing you had a dog, three kids and a wife.
But to support all this you need a job
But when you fill out applications your head starts to throb.
That's when you decide you want to fight for school
To work at a desk with familiar tools.
So you tell them you want to begin again
To work with pencil, paper, teachers and friends.

So [administrators] sit down with them, help make life correct
For if you're in or not you still get your check.
So [the] least you can do is to give them another chance
So they won't walk the streets head down in a trance.
Kicking people out of school - it's really not funny;
For you're half the blame for why they are dummies.
But my rap is done and time to go;
But the chip on my shoulder you all now know.

In an effort to reverse the disturbing trends which have stiffled minority youth achievement, the Urban League adopted a five-phase plan to evoke community involvement. In addition to involving students, parents and educators, the Urban League community-wide intiative on education has engaged clergy, human service agencies, community organizations, fraternities and sororities, colleges and universities, business and industry, and concerned citizens.

The Student Speakout was part of the second phase which sought to solicit solutions from the primary actors: students, teachers and parents. Phase three, four and five; respectively, were adopted to host a conference/symposium to formulate viable solutions, to hold "Town Meeting" to discuss possible alternatives, and to organize action committees "to identify, implement and monitor school-based activities." (See Appendix B).

Overall, the objectives of the Urban League initiative have been, and continue to be:

> "1. To inform the total community of the crisis which currently exists within our public school system, regarding the issue of low academic achievement; and
>
> 2. To involve the total community in a set of strategies which will correct this problem."

ATTACHMENT D

PARENT SPEAK-OUT QUESTIONNAIRE

Home School No. _____ Street _____

(Circle or fill in appropriate answer)

1. Are you satisfied with the City Schools?.....Yes.....No.....Don't Know

   Comments:

2. a. How many children from this household attend city schools now? (If 0, skip to questions #3).....

	1st child	2nd child	3rd child
b. Which school (or schools)?.....			
c. Is your child happy with the school?.....	Yes.....No	Yes.....No	Yes.....No
d. Are you happy with the school?..	Yes.....No	Yes.....No	Yes.....No

   Comments:

3. Can you suggest one or two changes you think would help the schools provide our children with a better education?.....Yes.....No.....

   Comments:

4. We would like to see you at our Speak-Out on May 22nd, will you please come?.....Yes.....No.....Undecided

   (If yes, sign up on participant roster and check appropriate columns).

   Thank you for your time.

PARENT SPEAK-OUT PARTICIPANT SIGN-UP SHEET

Canvasser's Introduction: Hello, my name is _____. I am working on a campaign to improve public education in the City. The campaign was organized by the Urban League and is being co-sponsored by many other community organizations, agencies and churches. We are inviting people to a public meeting on May 22nd to talk about ways to improve our kids' academic performance. Here is a flyer with more information. (Give handouts to respondent).

We are calling the meeting a "Speak-Out" because we want people to come and speak out on ways they think the schools can be improved. We are also collecting some opinions by going door-to-door. If you have a minute, I'd like to ask you a few questions now. (Refer to Canvassing Questionnaire).

Name & Address	Phone	CHECK ALL THAT APPLY			
		Will Attend	Will Speak	Need Trans.	Street Capt.

ATTACHMENT E

4/17/85

TO: All neighborhood churches, agencies, groups and organizations concerned about quality education.

FROM: The Planning Committee for a Community-Wide Initiative on Education

A Community-wide Initiative to improve the education of children in the City Schools has been initiated by the Urban League. Our children, especially those who are Black or Hispanic, need an education that will lead to skills, professional training and jobs.

Critical to the success of the plan is the need for more parent involvement in the education of their children. The Planning Committee, in an effort to provide parents with an opportunity to express their educational concerns, opinions and experiences, has proposed to organize a Parent's Speak-Out for parents in our community. This community meeting is scheduled for:

PARENT'S SPEAK-OUT
May 22, 1985
Place to be announced
7:00 p.m. - 10:00 p.m.

We urgently need your assistance and cooperation in this effort. Volunteers are needed to make one-on-one contact with parents during our door-to-door outreach to increase their participation in the Speak-Out. This canvassing will be conducted on Saturday, May 4, 11, and 18; it is hoped that each volunteer will contribute a total of 4-8 hours on one or more of those days. Volunteers will receive notification of a canvasser orientation meeting, which will be scheduled sometime between April 26 and May 2.

In addition, transportation services are needed in order to assist some parents in attending the Speak-Out meeting. Facilities will be needed for additional meetings. Presentations need to be made to interested community organizations and information needs to be distributed to as many individuals as possible. We are asking for your help in the following ways:

1.	Names of at least 5 community volunteers to help with the canvassing. (List names, addresses, zip codes and phone numbers on the back of this letter).	Yes	No

2.	Use of your transportation vehicles for transporting parents	Yes	No
3.	If necessary, the use of your facility	Yes	No
4.	Committment to distribute information to staff, Board of Directors, clients and affiliated community groups.	Yes	No
5.	Committment to arrange meetings for special presentations to inform other groups, organizations, and agencies about the Parent's Speak-Out.	Yes	No

Would you please circle Yes or No regarding the above five items and return this letter with the list of volunteers and your organization's name to:

Mrs. Dorsey Nunley
c/o Urban League of Rochester
177 North Clinton Avenue
Rochester, NY 14604
(Phone - 334-8620)

PLEASE RETURN BY APRIL 24 , 1985

We appreciate your consideration and cooperation in this effort.

Your Organization

NAME_____

CONTACT PERSON_____

ADDRESS_____

PHONE NUMBER_____

ATTACHMENT F

Urban League of Rochester, N.Y., Inc.
177 North Clinton Avenue • Rochester, New York 14604 • (716) 325-6530
A Community Planning and Human Service Delivery Agency

NEWS RELEASE

For further information,
call Elizabeth Knight or
George Anderson at 325-6530
or 235-1980.

SPECIAL TO WDKX

May 10, 1985

Volunteers for the Urban League of Rochester's 20th Anniversary Initiative to Improve the Quality of Education in Rochester Public Schools will be canvassing door-to-door on Saturday, May 11. The canvassers will inform parents of a special "Speakout" to be held May 22 to find out what ideas parents have for improving their children's academic performance in city schools.

Areas to be canvassed this week include the neighborhoods around city schools #2, #4, #9, #19 and #29.

The parent "Speakout" will be held at the Hochstein School, 50 Plymouth Avenue North from 7:00 p.m. - 10:00 p.m. on Wednesday, May 22. For information, call the Urban League any weekday at 325-6530.

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Urban League of Rochester, N.Y., Inc.
177 North Clinton Avenue • Rochester, New York 14604 • (716) 325-6530
A Community Planning and Human Service Delivery Agency

ATTACHMENT G

NEWS RELEASE

FOR IMMEDIATE BROADCAST

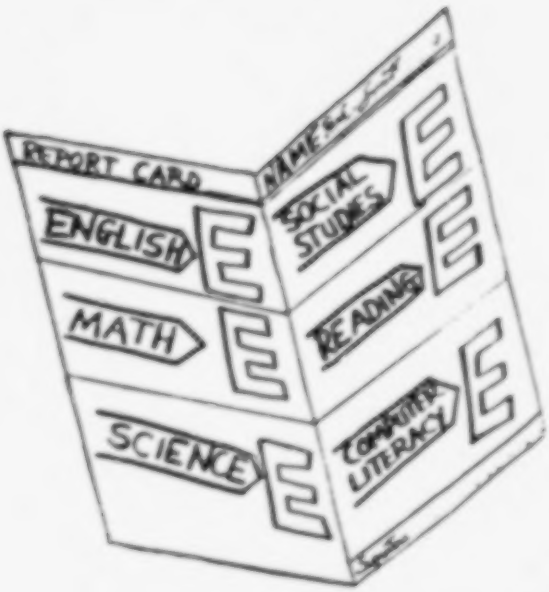
For further information,
call Elizabeth Knight or
George Anderson at 325-6530.

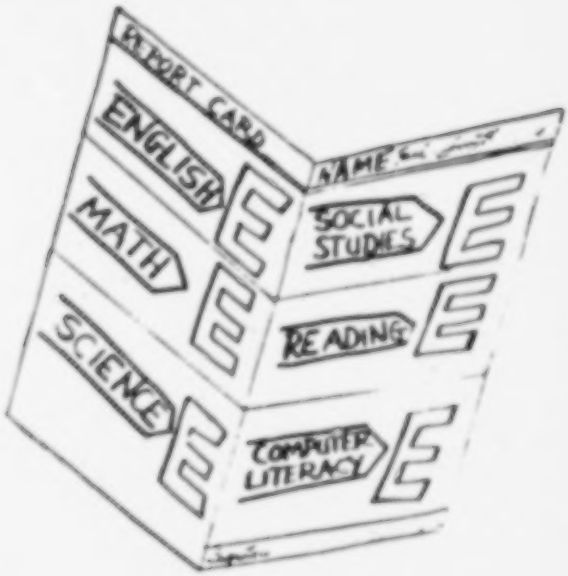
May 15, 1985

THE URBAN LEAGUE OF ROCHESTER INVITES THE PARENTS OF STUDENTS IN THE CITY SCHOOL DISTRICT TO ATTEND A SPECIAL "SPEAKOUT" THIS COMING WEDNESDAY EVENING, MAY 22 AT THE HOCHSTEIN SCHOOL, 50 PLYMOUTH AVENUE NORTH, FROM 7:00 TO 10:00 P.M. PARENTS ARE BEING ASKED TO GIVE THEIR VIEWS ON THE QUESTION: "WHAT CAN BE DONE TO IMPROVE THE ACADEMIC PERFORMANCE OF ROCHESTER'S STUDENTS?" THE LEAGUE IS CONDUCTING THE "SPEAKOUT" AS PART OF A CAMPAIGN TO IMPROVE THE QUALITY OF EDUCATION IN CITY SCHOOLS AND IN PARTICULAR TO ADDRESS THE SEVERE PERFORMANCE PROBLEMS OF MANY MINORITY AND NON-MINORITY STUDENTS.

ATTACHMENT H

E'S DON'T STAND FOR EXCELLENCE!





JOIN THE COMMUNITY CRUSADE FOR LEARNING

The Community Is Invited To Participate In A

—PARENT SPEAKOUT—

7-10 pm WED. MAY 22
HOCHSTEIN SCHOOL
50 No. PLYMOUTH AVE.

Urban League of Rochester

(716) 325-4530

E'S DON'T STAND FOR EXCELLENCE!

SPEAKOUT

WED. MAY 22

HOCHSTEIN SCHOOL
50 No. PLYMOUTH AVE.

Urban League
of Rochester
177 North Clinton Avenue
Rochester, N Y 14604
(716) 325-6530

Dear Conference Participant:

"Today's black youths, while they are in many ways more sophisticated than earlier generations, are faring poorly in the vital business of getting an education".

"Will the community come to grips with the real meaning of this human tragedy? Will Greater Rochester realize that if adults do not intervene now, our children face a miserable future?"

"We have a choice. We can confront the crisis or we can ignore it. We can take action or we can wring our hands in despair. We can get involved in these children's lives and positively direct them. Or we can visit them in the hospitals, jails and funeral homes."

"There is a due bill outstanding. We can pay it now or later."

William A. Johnson, Jr.
President & Chief Executive Officer
Urban League of Rochester, NY, Inc.

These quotations, excerpted from the League's 1985 Annual Report, epitomize the need for this Parent Speak-Out. Without parental involvement in their children's education, today's youth will continue to flounder--misguided without a sense of worth or purpose.

If this generation of youth is to be saved, it is the responsibility of each of us to bear our fair share of the burden; we have to be a united force taking responsibility for each and every child.

And we've got to do it today.

PARENT SPEAK-OUT FORUM

Theme: "What can I do to improve the academic performance of Rochester City School Students?"

A G E N D A

6:30 REGISTRATION

7:00 WELCOME/INTRODUCTION OF ISSUES -
CONSTANCE M. MITCHELL
PROGRAM DIRECTOR, PRISM
CHAIRPERSON, URBAN LEAGUE'S 20TH ANNIVERSARY PLANNING COMMITTEE

7:10 MODERATOR:

WYOMA BEST
VICE PRESIDENT
ROCHESTER CHAMBER OF COMMERCE

PARENT PRESENTORS:

BOB BONN
ESTHER McCLAIN
GAIL AUSTIN
CORENE WASHINGTON
HUGH MITCHELL
WADELL ANSARI

9:55 CLOSING REMARKS -
WILLIAM A. JOHNSON, JR.
PRESIDENT & CHIEF EXECUTIVE OFFICER
URBAN LEAGUE OF ROCHESTER, N.Y., INC.

The Urban League's 20th Anniversary Planning Committee wishes to acknowledge the following institutions and committees for their contributions in making this a successful event:

Community-Wide Initiative on Education Sub-committees

-Canvassing/Outreach Committee

-Publicity Committee

-Transportation Committee

Transportation provided by:

Action for a Better Community, Inc.
Baden Street Settlement
Central Church of Christ
Church of God - N. Goodman Street
Montgomery Neighborhood Center
Mt. Vernon Baptist Church

* *

Special Thanks to all volunteers, the Mt. Olivet Baptist Church, and the Hochstein Music School for use of their facilities.

ATTACHMENT J

UNIVERSITY OF ROCHESTER

June 6, 1985

Dear Friend:

We are writing to invite you as a community leader to participate in an important conference at the University of Rochester on June 24, 1985. It is a conference to consider solutions to one of our community's most serious and difficult problems: the large and growing number of young people who are failing in our City schools.

The conference will be sponsored by the University and the Urban League of Rochester, but our strong desire is to involve a broad cross section of the community in the development of an action plan to address the problem. The problem we face, not unique to Rochester, is the high failure rate in our schools, especially among black and Hispanic students. The result is a growing pool of young people without the verbal and computational skills to succeed in today's labor market. It is a problem that demands a major community-wide effort.

The conference will convene at 4:00 p.m. in Hoyt Hall on River Campus. We will move to Wilson Commons at 6:00 p.m. for supper and will plan on adjournment by 9:00 p.m. A panel of community leaders will present their thoughts on the conference topic after supper.

Please call either 275-3943 or 275-3323 by Tuesday, June 18, 1985, to let us know that you plan to attend. There will be no charge; we need your participation and your help.

Yours sincerely,

Constance M. Mitchell
Vice Chairperson
Urban League of Rochester, N.Y., Inc.

Dennis O'Brien
President
University of Rochester

CMM/DO:mph

ATTACHMENT K

June 24, 1985

A Conference on Education in Rochester

Co-sponsored by the Urban League of Rochester, N.Y., Inc.
and the University of Rochester

River Campus
University of Rochester
Rochester, New York

Program

Welcome	Dennis O'Brien President University of Rochester
Remarks	Constance M. Mitchell Vice Chairperson Urban League of Rochester, N.Y., Inc.
Statements of problems and issues	William A. Johnson, Jr. President and Chief Executive Officer Urban League of Rochester, N.Y., Inc. Laval S. Wilson Superintendent Rochester City School District
Videotapes of Speak-Outs	Three speak-outs were held during May at which students, parents, and teachers had the opportunity to address the educational issues being examined today. Edited Videotapes of the speak-outs will be presented to the Conference.
Comments	Sol Hurwitz Senior Vice President Committee for Economic Development
Reception - Bridge Lounge Supper - May Room	Wilson Commons
Statements	Nancy A. Padilla President Rochester Board of Education James McCuller Executive Director Action for a Better Community, Inc. Honorable Thomas P. Ryan, Jr. Mayor City of Rochester Richard L. Turner Chairman and President Schlegel Corporation Adam Urbanski President Rochester Teachers' Association
Closing remarks	Dennis O'Brien

ATTACHMENT L

A CALL TO ACTION

A REPORT FROM

THE CED/URBAN LEAGUE
COMMUNITY TASK FORCE ON EDUCATION

MARCH 6, 1986

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CALL TO ACTION

The future of Rochester and Monroe County depends on an enlightened citizenry, participating fully in the working life and the public life of our community. The times will demand more of us than ever before -- in education, in self-discipline and in technical competency.

But there is a crisis in our community. We are failing our young people, failing to adequately prepare them to assume their roles, failing to prepare them to cope in the society we have created.

Students are graduating from city high schools with little or no job skills or further education goals. Some graduate practically illiterate. Many more never graduate at all. There are great costs to this, and greater costs to come if nothing is done to change the situation. There will be increased expenses for public assistance, for crime prevention, for drug rehabilitation, for jails and prisons.

But the costs in human life and human dignity will be even greater, as more and more of our young people will be consigned to an unproductive and unfulfilling existence. As a nation, we recently mourned the loss of seven astronauts. So should we mourn the loss of so many lives being wasted in our own community every day.

Be assured: the problem belongs to all of us -- not just to the Board of Education -- not just to the school administrators, principals, and teachers, -- not just to parents. The problem belongs to all of us: businesses, unions, social service agencies, churches and synagogues, governments at all levels, cultural institutions, our colleges and universities, and the students themselves. All of us share responsibility for the problem, and all of us can contribute to finding solutions.

What is required is a radical adjustment to traditional ways of thinking about the responsibility for education. We need to come together and address the problem. We need to bring energy, determination, and boldness with us. We must act out of a sense of compassion, yes, but also out of a sense of justice, and out of a sense of enlightened self-interest.

There is hope in this crisis: it lies in this community's history of resourcefulness in solving problems. We can respond. We must respond. We cannot delay. We must commit the required resources. We must do it now. We call upon our community to rise to this new challenge. **WE CALL THIS COMMUNITY TO ACTION.**

1

THE PROBLEM

Picture, if you will, 100 children entering a Rochester public school this year. Almost half of them are below the national norms in language development and number recognition, the basic school-readiness skills. But still, all are excited and filled with anticipation about this new experience.

What does the future hold for this group of pupils?

For one thing, the group will quickly break apart. Only half of them will return to the second grade in the same school. Although 75 of them will remain in city schools until ninth grade, many of them will have changed schools, teachers and friends several times by then.

Nine of the children will be assigned to special education classes, probably early in their school careers. But many of the remaining 91 (new arrivals will about balance the departures) will do well in elementary school. By the sixth grade many of them will be soaring far above national norms in reading and arithmetic skills, although 18 of them still will need special help.

Beyond that, the picture dims.

In the seventh grade, their interest in school will begin to flag. Twenty of them will miss school at least once a week during seventh, eighth and ninth grades; 11 of those 20 will miss every third day of school and six of those 11 will miss every other day of school.

Not surprisingly, their academic achievement will drop; the number of pupils above national norms will take a nose-dive and the number needing remediation will climb. Still, all will stay on the school rolls and enroll in high school.

At that point, the group will rapidly dwindle. Twenty-three will leave school during the next four years, most of them in the next two years.

Of the remnant, perhaps 33 will be in Regents-level courses at any one time, with good success. But many of those in non-Regents courses will soon begin to experience failure. Probably more than 20 will fail at least one course every semester.

At commencement time 12 years from now, where will our 100 children, or those who have replaced the original members of the group, be?

Thirty of them will have vanished from school district records, including the 23 sure drop-outs.

Fourteen who made it to high school will have left the district, perhaps to graduate elsewhere. Nine will remain in school, still trying to get their diplomas.

Eighteen or 19 of the girls will have had at least one pregnancy; 11 or 12 will have babies by then.

And 38 will be at the commencement to receive diplomas, nine of them Regents diplomas.

To face what future?

Nine will enter four-year colleges. Nine others will enter a community college or seek further training of some kind to prepare themselves for the technical and office work with which Rochester abounds. Twelve will have or expect to get jobs. Four will enter military service. Four will say their plans are uncertain.

These numbers are statistically informed guesses. Among the statistics we find these arresting facts:

- 22 percent of students in grades 7-9 miss school an average of once a week; 12 percent every third day; 6.2 percent every other day.
- For every two students who graduate from a Rochester high school, one drops out.
- Only 37 percent of high school students, only 24 percent of minority students, are in Regents courses. Only 24 percent of graduates receive Regents diplomas.
- Between one-third and one-half of the students who try out for varsity sports are disqualified for failure to maintain C averages.
- Among 1,200 graduates in 1984, only 39 black students had maintained at least a B average.
- Suspensions for unacceptable behavior number more than 8,000 a year; they include more than 500 long-term suspensions of high school students and more than 100 suspensions of elementary school students.
- Twenty-five percent of Rochester's adult population between the ages of 25 and 44 do not have high school diplomas.
- The family incomes of about 40 percent of Rochester students will, at some time during the school years of those children, be below the poverty line. About 60 percent of Rochester students will, at some time during their school years, be members of one-parent families.
- Among Rochesterians 19 years old, 22 percent do not have high school diplomas; at least 20 percent are unemployed or not in the labor force.

These facts represent a sad loss of human potential and an appalling waste of community resources. But they are facts that can be changed. If the community has the will, it can find the way. This report points the way.

THE TASK FORCE

In January of 1985 the Urban League of Rochester convened a small group to consider how it might celebrate its 20th anniversary. From these discussions grew the Community-Wide Initiative to Improve Rochester's Public Schools. A host of community representatives was assembled to plan the initiative. Information was collected through speak-outs for parents, students and teachers. The dimensions and implications of the problems of public education in Rochester were presented to business and community leaders at a June, 1985, workshop at the University of Rochester. Following the U of R Conference two task forces were formed to suggest courses of action.

One task force, co-sponsored by the Industrial Management Council and the Chamber of Commerce, investigated appropriate actions that the business community might take to assist public education. (Members of the task force were: James C. Sutton, Eastman Kodak Co.; Robert Keller, Xerox Corp.; Guilbert C. Hentschke, University of Rochester; Allen Johnson, Wegman's Food Markets, Inc.; Theodor Rosza, Bausch & Lomb, Inc. A summary of the recommendations of the Business Task Force is included in this report (APPENDIX). These recommendations should be viewed as part of the total community effort.

The second task force, co-sponsored by the Center for Educational Development and the Urban League of Rochester, began its work in September. It gathered information, conducted countless interviews and a survey of parents, students and teachers. This is its report to the wider community.

CED/Urban League Task Force

Chairperson Eugene C. Bay, senior pastor, Third Presbyterian Church
Urban League of Rochester and CED board member

Staff Services Beatrice Paul Harris, executive director
Center for Educational Development

Members

George Angle, vice president for public affairs, University of Rochester

Mario Caceres, executive director, Ibero American Action League

Maxine Childress-Brown, Rochester City councilwoman

Judith Cotto, No 5 School teacher, 14621 Neighborhood Group

Archie Curry, manager of youth services and community planning and development, Urban League; Rochester Board of Education

Shirley Dorsey, teacher, Charlotte High School

Thomas Frey, member, New York State Board of Regents

Karen Grella, Rochester Board of Education

Read Kingsbury, editorial page editor, The Times-Union

Katharine Logan, The Links, retired City School District principal

Dotty Luebke, director of community relations, Eastman Kodak Co.

John McCray, vice president, State University of N.Y. at Brockport

Deborah Mullen, pastor, Trinity Emmanuel Presbyterian Church

Patricia O'Brien, School No. 42 PTA president

Pearl Rubin, Daisy Marquis Jones Foundation

Ronald Sampson, representing Greek letter organizations

Willis Sprattling, Xerox Corp., former chairperson, EPIC

Patricia Stevens, Monroe Community College, Genesee Settlement House board

Joyce Strazzabosco, executive director, Catholic Youth Organization

Adam Urbanski, president, Rochester Teachers' Association

Mary Margaret Williams, League of Women Voters

Ex Officio Guilbert Hentschke, dean, Graduate School of Education
University of Rochester

Constance Mitchell, program director of PRIS^{2}M

William A. Johnson, Jr., president and chief executive officer of the Urban League of Rochester, Inc.

RECOMMENDATIONS

INTRODUCTION

While we have arranged our recommendations by interest groups for easiest use by the community, several themes run through them:

- The need to involve parents more fully in their children's education, and to improve communications between home and school.
- The need to involve pupils more fully in their own education.
- The need to involve every segment of the community in the education of its children.
- The need to encourage the professionalization of teaching.
- The need to emphasize academic rigor.
- The need for pre-kindergarten education.

Our quest for greater achievement in the public schools of Rochester starts with government - city, county and state - for while we stress many things that can be done without additional cost, not all our recommendations are cost-free. For example, we consider smaller class sizes very important, and movement in that direction will cost money.

More than that, to govern is to choose among public priorities. There can be no higher priority than the proper education of our young.

But the large share of our recommendations are necessarily directed to the city school district. We do not mean to suggest that the shortcomings of the educating effort should be laid at that door more than any other door, but the public school system is, after all, the expression of the public's responsibility for its children. Whatever the community may do to enhance education in other ways, it is through the schools that it will most effectively create change.

Beyond that, we hope to engage the entire community in this initiative. We hope to hear the question, "What can our organization do to help educate Rochester's children?" "What can I do?" We hope the following pages will suggest answers to these questions for each organization, each individual.

RECOMMENDATIONS TO THE CITY SCHOOL DISTRICT

Pupils, parents, teachers, administrators and school personnel are all partners in the enterprise of education. The following addresses each partner in turn, pointing out goals and actions that together will raise the level of achievement in Rochester public schools.

Toward greater parent participation

Many parents say they do not know what is expected of their children at different ages and grade levels. They say they seldom hear from the school until after there is a problem, or after their child has been absent from school for several days. Some say they feel intimidated and put off by school personnel. The growing number of two-worker families, single-parent families and school-age parents means that the school district must devise new ways to maintain the school-home link. Some of the ways are:

¶ Maintain better contact with homes.
- . Encourage teachers to visit the homes of their pupils.
- . Help parents carry on a dialogue with the school by giving them one dialogue partner -- the homeroom teacher.
- . Train personnel in good community relations.

¶ Help parents monitor academic progress.
- . Direct teachers to inform parents in writing what their children are expected to accomplish, what they are accomplishing and how they may help.
- . Notify parents at the first sign a student is falling behind in his or her work.
- . Require parents of students with failing grades to personally pick up their child's report card.
- . Require at least one parent-teacher conference each year before a student will be promoted.
- . Design standardized test score reports that are easily read and understood by parents

¶ Discourage truancy.
- . Notify parents the first day a student is absent, and when he or she is selectively skipping classes.
- . Support the establishment of a truancy court that will hold parents accountable for student attendance.

Toward greater teacher professionalism.

Teacher morale is critical to quality education. To raise and maintain morale, teachers must be encouraged to use their abilities to the fullest. The district must find ways to reward their work without removing them from the classroom into administration careers. For these purposes, the district should:

- . Establish career advancement paths within the classroom.

- . Establish programs for teachers and administrators to review the work of their peers, and assist those needing help.

- Establish internship programs to help new teachers and administrators review the work of their peers, and assist those needing help.

- Seek more opportunities for summer teacher internships in the private sector.

- Organize a plan, with deadlines, for shifting non-teaching duties from teachers and accomplishing these tasks in other ways.

- Provide time for teacher interaction in faculty meetings, and in teacher-teacher conferences.

- Publish a local academic and professional journal.

Toward greater pupil participation.

Too many students see schools as uncaring and unfriendly. The consequences are a lack of responsibility, self-respect, motivation and school spirit among students. The school district should encourage students to be involved in their own education in a number of ways:

¶ By sharing power.
- Identify school projects that can be managed by students.
- Ask students to help define acceptable standards of student behavior, and enforce the standards (see the Urban League Task Force report on safety and discipline for recommendations). As an enforcement tool, establish a city-wide student court as part of student government.
- Seek student input and assistance in dealing with such problems as vandalism and litter.

¶ By broadening opportunities.
- Encourage students and classes to provide community services through internships in agencies, nursing homes, etc.
- Establish, with student guidance, a program for secondary students to serve as role models, tutors and peer counselors for other students. Give extra credit to student tutors.
- Help students publish newspapers in each high school; initiate contact between student and professional journalists.
- Encourage stronger extracurricular activity programs in every high school.
- Form all-city sports teams; all-city dance, theater and music groups, an all-city student newspaper.
- Start a "dollars for scholars" program to offer tangible rewards for achievement, such as after-school and summer jobs.

Toward greater cultural understanding

Many people perceive a lack of cultural understanding and interaction between school district personnel and the district's multi-racial, multi-ethnic, multi-cultural student population. To bridge these gaps, the school district should:
- Have a staff development plan that includes a mandatory section on learning about the races and cultures of Rochester.

- Expect teachers, as one criterion in the evaluation of their performance, to be involved in the community outside the school.
- Expect and make it possible for teachers to visit the homes of their students.
- Seek tutors for students from among the many ethnic and racial organizations of the community.

Toward greater academic rigor.

To succeed in a fast-paced, technological society, students must have a strong academic background from which to acquire critical skills. Mediocre performance in school is not acceptable; Regents-level expectations should be the norm. The school district should let students know that more is expected by taking the following steps:

- Set the goal of making the Regents course the required course of study for students not in special education programs; advance toward that goal in measured advances over a period of several years.
- Formalize what is expected of students (see **Toward greater parent participation** above).
- Develop an elementary curriculum segment to enhance critical thinking skills, problem-solving skills, cultural understanding, the consideration of values, behavior skills.
- Emphasize language development in grades K-3.
- Discontinue social promotions.
- Reinstate summer school; make it mandatory for students who have failed a course, optional as space is available for students who wish to move ahead.
- Institute a voluntary summer school for elementary school pupils who have been recommended to repeat a grade.

Toward a better teaching and learning environment.

Large classes, the levels of absenteeism, disruption and academic achievement in secondary schools, all bespeak a need for change and a better school atmosphere. Corrective school district actions should include:

- Reduce class sizes. Rochester's classes are comparatively large; its average elementary class, for example, is seven larger than the average Pittsford elementary class, five larger than the average Pittsburgh, Pa., elementary class. Large classes preclude individual attention and counseling, and early intervention in pupils' problems.

- Pursue the secondary school redesign effort; provide models in group decision-making, better teamwork, a professionally enriched atmosphere, clean, attractive settings.

- Expand programs in student alcohol and chemical abuse.

- Continue to work with the Center for Educational Development and all community organizations to increase partnerships and volunteer efforts in the schools.

. Put student achievements before the public by developing skills in presenting information for broadcast or publication.

Toward better service to students.

City students have a host of problems that inhibit academic achievement. The school district cannot meet all needs, but it can help students receive assistance outside the schools in the following ways:

. Give information about what outside help is available to principals and teachers; encourage them to identify students in need of such help and to refer them for it.

. Identify the student needs that volunteers of service organizations can provide, and work with the Center for Educational Development and the Volunteer Resource Division of United Way to find such volunteers. Examples: role models, career advice, big brother/sister relationships.

. Encourage teachers to use the cultural resources of the community regularly; help cultural organizations promote their free performances and services; schedule in-service training in the arts; use the Aesthetic Education Institute for teacher training in the arts.

. Formalize a network of tutoring opportunities through such organizations as Urban League, churches, Community Partners for Youth, Rochester Teacher Association's Dial-a-Teacher, students of district schools, and others. Offer training for tutors. Encourage teachers to refer pupils for tutoring.

. Promote and coordinate awards and scholarships from community organizations.

. Work with the city's Department of Recreation and Community Services to more fully utilize the services available to schools and students.

Toward better transportation services

Transportation is provided to all primary and secondary school children who live more than 1½ miles from their schools. The system, managed by the transportation department of the RCSD, is 90% reimbursed by the State Education Department. But state laws, policies and regulations inhibit the use of the transportation system to help enhance the education of students. For example, reimbursement is received for very limited uses. Another example: pupils must be delivered to within three blocks of where they are picked up, even though the family may wish them to be delivered to a child care provider at some distance.

¶ The school board and city and county administrations should continue to lobby for changes that would:
. Permit reimbursement for transportation to all educational extracurricular activities.
. Permit the use of school buses to transport parents to appropriate school activities.
. Allow pupils to be picked up and dropped off to accommodate before- and after-school programs arranged by parents.

¶ All other organizations interested in city public education should lobby or otherwise advocate for these changes.

Toward greater school district participation in the community.

The community's social and cultural organizations shape and coordinate their programs when they come together under the aegis of several major planning and funding agencies: The Monroe County Department of Social Services, the Rochester-Monroe County Youth Board, United Way, the city's Office of Human Services Planning, the Private Industry Council, Arts for Greater Rochester, the Rochester Area Youth Development Council and others. The City School District is both a major provider and consumer of such services, yet it is not represented in these forums at a high and consistent level. The superintendent should:

. Work with these agencies, and name delegates - for example, principals, vice principals, deans - to represent him or her in these forums and report directly to him on their deliberations.

RECOMMENDATIONS TO CITY SCHOOL DISTRICT

AND COMMUNITY PARTNERS

IN PARENTING AND SCHOOL-READINESS PROGRAMS

Too many Rochester children enter school without the language and number skills necessary for learning. The solution lies partly in helping parents prepare them, partly in providing pre-kindergarten programs for some of them. A long-term study in Ypsilanti, Michigan, determined that $1 spent on high quality pre-schooling returned $7 in later savings on remedial education, welfare and law enforcement effort and increased lifetime earnings.

Parenting programs.

¶ The city school district should:

- Expand the parenting education component in the school nurseries being developed for school-age mothers; require mothers in the nursery program to take part in the parenting education component.

- Expand the Effective Parenting Information for Children Program (EPIC) from its present school-based curriculum to a community-based curriculum and from K-6 to all grade levels. Include workshops in housing projects and community centers.

¶ Community institutions should increase the number of parenting education programs being offered.

Pre-kindergarten programs.

¶ The city school district should:

- Expand the existing pre-kindergarten programs in schools.

- Promote cooperation between elementary schools and the pre-kindergarten programs and parents in their areas, with the goal of preparing the children for school.

- Tell parents through the public media how they can help prepare their children for school.

- Institute a program like the former Community Teacher Program, in which paraprofessionals conduct school readiness activities in homes.

¶ The school district, the Center for Educational Development and representatives of community pre-kindergarten classes should coordinate applications for public and private funds. (The Center for Educational Development should assume responsibility for initiating and coordinating this effort).

RECOMMENDATIONS TO PARENTS

Parents are the child's first teachers; they are responsible for the successful growth of the child. This makes them the lead partners in the enterprise of education, responsible for doing everything they can to enhance the process. Parents should:

- ¶ See that the child has proper rest and nutrition.
- ¶ Expect the child to achieve in school. Talk to him or her about schoolwork; monitor the homework.
- ¶ Attend school conferences; make arrangements with employer if this must be done during work hours.
- ¶ Participate in the life of the school.
- ¶ Ask the school for information about the progress of their child; require clarity and candor.
- ¶ If confused or intimidated, ask others -- ministers, social agency workers, etc. -- for help.

RECOMMENDATIONS TO STUDENTS

The student is not just the passive, receiving partner in education; he or she must be the most active partner. The student must be in school, taking responsibility for getting the best of the education that is offered. We have the following recommendations for students:

- ¶ Take control of your education; your parents are paying for it; you have a right to it. Ask for help of teachers after school, of tutors, of parents.
- ¶ Talk about school with your parents.
- ¶ Don't take the easy courses; get the needed preparation for work or further schooling.
- ¶ As you respect your own rights, respect the rights of others who wish to learn.
- ¶ Participate in the life of the school; the activities all have important educational value.
- ¶ Take your share of responsibility for the functioning of the school.
- ¶ Help other students by tutoring, or sharing your abilities and interests.

RECOMMENDATIONS TO TEACHERS

As a professional partner of the education team, the teacher must feel a deep sense of engagement in the work, a commitment to the interests of the client and the effectiveness of the entire enterprise. To achieve these goals, we offer the following recommendations:

¶ Toward greater professionalization, teachers should:

- Be willing to help new colleagues, and colleagues with problems, become more effective teachers.
- Be willing to help colleagues who lack competence.
- Avail themselves of opportunities for professional growth (including summer internships in the private sector).
- Be involved in the school community and in the wider community, not least for the opportunities to establish cross-cultural relationships.

¶ To more effectively assist their students, teachers should:

- Raise their sights about what they expect of their students.
- Assign homework regularly, and see that it is done.
- Expand their efforts to give individual help and tutoring.
- Know about sources of outside tutoring and other assistance for their pupils, and be willing to refer them for such assistance.

¶ For more effective relationships with parents, teachers should:

- Be willing to make home visits.
- Send positive reinforcement of a pupil's work to parents, not only negative reinforcement.
- Notify parents as soon as a pupil is observed to be falling behind the pace of classroom work and expectations.

RECOMMENDATIONS TO THE BUSINESS COMMUNITY

The enthusiastic commitment of the business community is essential if the problems of the schools are to be solved. Our recommendations to the business community are to:

¶ Implement the recommendations of the Chamber of Commerce/Industrial Management Council Task Force Report to:

- Provide **job placement opportunities** as incentives for student performance.
- Join in **partnerships between individual businesses and schools** at every school building in the district.
- Help **market education,** in order to raise community awareness and participation in schooling.
- Provide opportunities to teachers and staff to help **enhance teaching and school management skills.**
- Serve as a **consulting resource,** providing the city school district with access to business expertise and knowledge in such areas as budgeting, planning, and systems design.

¶ In addition, area businesses should encourage employee-parent involvement in their children's education by allowing them to take the time they need for school conferences without penalty.

RECOMMENDATIONS TO COMMUNITY GROUPS

The Rochester community finds many ways to help children take advantage of their educational opportunities -- ways as diverse as the lessons of discipline and team effort learned on the Little League diamond, and the lessons of parenting learned in church programs for teenage mothers. In all this, a compassionate and creative impulse is evident. So is the need to tap that impulse more fruitfully. We have three general recommendations, followed by a series of recommendations to organizations in specific fields in the community.

¶ Education as a focus of all organizations

The governing body of each human service, cultural, educational and service organization should examine what it can do to enhance public education in Rochester, and work cooperatively to do so. It should see to it that all its programs support, and in no way inhibit, the educational effort.

¶ Reinforcement by funding sources

Each funding source that supports human services programs -- United Way, foundations, the County and State Departments of Social Services, the Rochester-Monroe County Youth Bureau, the State Division for Youth, the City's Office of Human Services Planning and other government bodies -- should establish as a priority in all its programs the enhancement of public education in Rochester. Each source should expect of each organization it funds a statement of intent to support public education and a plan of implementation. It should regularly review these plans and evaluate progress in educational participation.

¶ Volunteer support for education

The Rochester School District, the Center for Educational Development and the Volunteer Resource Division of the United Way should develop a plan to match the needs of schools and pupils for outside help with the volunteers who can provide that help. They should focus particularly on service organizations -- service clubs, fraternal organizations, veterans' organizations, special interest clubs of every description. They should not only solicit the help of individuals, but should challenge each organization to undertake projects in the schools.

RECOMMENDED ACTION FOR HUMAN SERVICE AGENCIES

Personal and family problems impede a student's academic achievement. Rochester is rich with human service agencies which address individual and family needs. Every agency, whether it directly serves youth or not, has the capability to do something explicitly and specifically supporting educational achievement. While many already use methods and offer programs that complement or supplement educational efforts, more is needed.

¶ Agency personnel should be knowledgeable about public school achievement issues and concerns. Board and staff meetings should include discussion of such issues.

¶ Agency boards should develop a policy statement and an implementation plan directed at improving educational achievement as a priority in delivering services to youth and families.

¶ Each agency should examine its programs and operating procedures with an eye toward fostering educational achievement wherever possible. They can, among other things:

- Promote regular school attendance and attainment of at least a high school diploma or its equivalent.
- Inform parents and school personnel of a student's progress within the agency's program as appropriate.
- Encourage students to develop goals and to explore choices for their future.
- Add academic achievement to their program requirements and inquire about school performance.
- Advocate for strong truancy laws.

¶ Each agency should more clearly promote, to the appropriate personnel of both schools and other agencies, the many supportive services they offer. Some of the ways this should be done are by:

- Promoting services at faculty meetings and as part of in-service training.
- Conducting joint staff meetings among agencies to discuss services.
- Describing the benefits of their services more specifically to potential consumers, both youth and parents.
- Incorporating information on other agency programs into staff orientation and training.

RECOMMENDED ACTION FOR CULTURAL ORGANIZATIONS

Art is not a frill. It is essential in educating children to live in our technological society and to understanding the world around them; it enhances their self-esteem and personal development. Fortunately, Rochester has many cultural institutions: museums, galleries, orchestras, theater companies, dance groups and performing artists. These institutions can help overcome barriers of race and culture that divide our community.

Many of the more affluent school districts take full advantage of these resources. Unfortunately, the city school district cannot. As a consequence, its students are shortchanged, and the use of cultural facilities in our community has become socially stratified.

To their credit, the cultural organizations are not satisfied with this state of affairs. They recognize their responsibility to enrich the lives of city school district students both in the schools and in their own facilities. They will respond to a call for collaborative action.

- Appropriate cultural organizations should meet together to establish a collaborative educational plan for city school district students.
  - Arts for Greater Rochester should convene the meeting, in cooperation with the Center for Educational Development and the Urban League.
  - The city school district should name as its official representative the director of Project Unique and Artists in Residence programs.

- This consortium of cultural institutions should:
  - With the city school district and the Urban League, submit a joint proposal to the Arts in Education Initiative of the New York State Council on the Arts.
  - Consider a joint application to the Getty Center for Education in the Arts, which has a special interest in strengthening the role of art education for children.

- Each participating organization should prepare a list of services that are directly related to improving the quality of public education in Rochester, and plans for enhancing those educational services.
  - Prepare a special directory of cultural education services for city school district students and teachers that can be distributed to all city schools.
  - Establish a system for reporting progress in implementing the education plans of the separate organizations.

¶ Among other activities, this consortium should:

- Address the lack of transportation, which is a key factor in the city school district's failure to take advantage of the city's cultural facilities.
- Arrange for maps of bus routes to cultural institutions (possibly a business would consider printing them, using them as placemats and distributing them).
- Establish teams of volunteers from community groups who would introduce city school district children to the cultural resources of the community.

¶ Each cultural organization for its own purposes should:

- Develop a mission statement and plan designed for use in the cultural education of city school district children to break down racial barriers and social stratification in the use of its facilities.
- Review the composition of its board of directors and staff with a view toward increasing minority representation.
- Use local minority artists more in its programs.
- Promote its free performances and other events more vigorously in the city schools.
- Offer tickets to events as prizes in school competition.
- Give young people the opportunity to earn tickets to cultural events by doing volunteer work for cultural organizations.
- Work with schools to establish programs in which students receive credit for participating in cultural activities (not just classes).
- Find ways to draw teachers into its program.
- Emulate Rochester Philharmonic Orchestra's project for inner city pre-school children in which children become acquainted with music and instruments.
- Work with the city school district to spread tou bookings more evenly throughout the school year.
- Coordinate hours of cultural institutions with hours of the school day to make sure they are accessible to children.

RECOMMENDED ACTION FOR SERVICE ORGANIZATIONS

Rochester has a myriad of organizations made up of people drawn together by common interest, experiences, philosophies, ethnic heritage or other reasons. Many of them support the city school district in various ways: awards for student scholarship and citizenship; providing special instruction and role models for students; undertaking special or continuing projects in schools. Many would do more if it were simpler to do so.

- Each organization -- service, labor union, veterans', fraternal, social and other -- should adopt a five-year education participation plan and review it annually. These plans could support the work of individual members with students; create projects of special interest to the group; undertake projects recommended by the Volunteer Resource Division of the United Way, Center for Educational Development, or city school district. It is imperative that organizations with similar programs and activities meet to discuss their various methods to extend their programs to needy neighborhoods or areas not previously considered by the group.

- The Volunteer Resource Division of the United Way should take inventory of the community's organizations to determine what is being done to support public education, and what could be done. The Center for Educational Development should challenge every group to develop or undertake projects needed by the schools.

- Organizations that interact with students (clubs, teams, tutoring, etc.) should meet to discuss student expectations, adult expectations, role-modeling responsibilities and related topics in order to set a city-wide standard for role-model behavior in the organizations' programs.

- Labor unions should set up apprenticeship programs for students as appropriate..

- Each organization should have a list of members willing to volunteer as role models for students. They should be matched with students according to the plan developed by the Volunteer Resource Division of the United Way, Center for Educational Development and the school district.

- Organizations with awards and scholarship programs should be called together to discuss the standards of these programs and how to extend and enrich them.

- Organizations should increase drug and alcohol intervention programs.

RECOMMENDED ACTION FOR RELIGIOUS INSTITUTIONS

Religious institutions can play a large role in the education of the city's children. They can strengthen the family life that is important as a foundation for learning, and strengthen the role of parents in their children's education. And they can deal directly with children, encouraging them in many ways. Congregations can provide services and volunteers for these efforts. But it is beyond the reach of many congregations to take the initiative in these matters; furthermore, the work of the churches and synagogues in education needs to be coordinated and given a common and unified impetus. We recommend the following:

¶ The Center for Educational Development/Urban League Task Force should convene a meeting of representatives of religious institutions (both congregations and denominations) to frame a plan by which churches and synagogues in the city and suburbs can help in the education of city children. The Center for Educational Development/Urban League Task Force should ask churches, denominations and foundations to fund a position to coordinate this effort, and ask Genesee Ecumenical Ministries, the Jewish Community Federation or both, to provide space and support services for this coordinator.

¶ This coordinator should identify the needs of schools and students that churches and synagogues could serve. He/she would discuss these needs with congregations and religious associations, and help channel their services to those who would benefit by them.

¶ Strong congregations, or clusters of congregations, could adopt the children of a school, or a neighborhood, and assure that they have the necessities and enriching experiences necessary for good education.

¶ Each church and synagogue should have a plan to enhance the education of its own children, as well as others in the community.

Here are some additional things that religious institutions can do:

- Be aware of the problems in public education and of racism, and of their effects on community life. Preach and teach on these matters.
- Express a commitment to education in what is preached and taught.
- Emphasize the value of academic achievement in work with youth.
- Urge parents to attend school conferences, visit schools, call the teachers of their children. Provide training to make them comfortable in doing that. Provide volunteers to accompany parents to school conferences, or substitute for parents when necessary.
- Help children explore vocational choices, using congregation members as role models.
- Recruit congregation members to tutor children and serve as class aides in schools.
- Offer nursery and pre-school programs with good educational content.
- Offer after-school and latch-key programs.
- Offer programs to target groups, such as pregnant teenagers and teen parents.
- Provide activities, such as scouting, as an alternative to hanging out on street corners.
- Offer space for tutoring and for evening study.
- Offer use of church buses for class field trips.

RECOMMENDED ACTION FOR

COLLEGES AND UNIVERSITIES

Colleges and universities in the community play a major role in the educational life of the community. They educate its teachers and school administrators, but they can do much more. They should:

¶ Work with the City School District to:

- Provide student interns from a variety of majors, to serve as classroom assistants.

- Provide more and larger summer campus programs, as well as weekend academies.

- Offer career development training programs for disadvantaged youth and high school drop-outs (the Science and Technology Entry Program serves as an example).

- Provide training and development programs for staff/teachers in human interactive skills.

¶ Encourage faculty and staff to become involved in the life of city schools as individual volunteers.

¶ Cooperate with the City School District in curriculum development, so that students are better prepared for what is expected of them in college.

¶ Recruit high school students more intensly from city schools, and offer scholarship programs for some of the students.

¶ Offer staff development workshops for City School District teachers and administrators to help enhance their teaching abilities.

RECOMMENDED ACTION FOR LIBRARIES

Public libraries can complement the work of the schools in a number of ways. They can visit classes with books; hold story hours in schools and in libraries; invite classes to the library; provide reading lists; make sure that books on teachers' reading lists are available; have summer reading clubs; provide an opportunity for volunteer service by teenagers and youth organizations or for other youth activities. In some cities, they provide homework hotlines, and have literacy programs in less formal settings than classrooms. School and public librarians can and should work together in the selection of books for their respective libraries.

Some of these activities take place in Rochester but many do not. The relationships between the schools and their nearby branch libraries appear to be inconsistent, and there appears to be little cooperative relationship at the highest levels. So the work falls far short of the potential. The Board of Education and the Rochester Public Library Board of Directors should:

- Adopt policies and direct the preparation of plans for library resources to be put to the service of education to the fullest extent possible.

- Assign the responsibility for developing these plans to administrators of high rank, and monitor the progress regularly. The school board may need to restore the position of district library supervisor to full-time status.

RECOMMENDED ACTION FOR

THE DEPARTMENT OF RECREATION AND COMMUNITY SERVICES

In recreation, children find many values that enhance their school performance: self-expression, the discipline of individual and team effort, the lessons of success and failure, self-esteem.

The City's Department of Recreation and Community Services has a broad charge to provide cultural, athletic and social programs. It has a budget of $2.8 million, with 36 full-time and some 30 part-time employees. It provides a variety of athletic, arts and crafts programs for children and youth at 22 sites, 12 of them in schools.

However, the relationship between schools and recreation departments is that of landlord-tenant. The schools do not see the recreation department as an opportunity to enhance their work.

In addition, service organizations and volunteers operate leagues in various sports for children and youth of both sexes, but only in some parts of the city. The opportunity for such recreation is by no means as universal as it is in most of the city's suburbs.

¶ The Board of Education and City Council should adopt policies and direct the preparation of plans so the resources of the Department of Recreation and Community Services can be put to the service of education to the fullest extent possible. They should assign high-level administrators for these responsibilities, and monitor progress regularly. Their joint plan should:

- Coordinate intramural sports programs for schools.

- Provide after-school activities in sports, music and art to supplement what the school provides, or substitute for what it cannot provide.

- Survey the need for additional sports leagues throughout the city. The Volunteer Resource Division of the United Way should seek out organizations -- veterans clubs, for example - to sponsor these additional leagues, and volunteers to direct them.

RECOMMENDED ACTION FOR THE MEDIA

What local publications print and what local radio and television stations air about the city schools and their pupils constitute the entire body of knowledge that most residents have about them. The media provides information about school policy issues, and sometimes about the achievements of the schools and pupils. But largely, they get their information about the activities of youth from school coaches and police reports. Naturally, the result is a warped picture of schools and youth.

- ¶ News and information media organizations should develop plans to raise the achievements of students in arts, academic and other areas to the same level of prominence as achievement in athletics.

- ¶ They should develop additional sources of information about school and student news, and use them regularly.

- ¶ Editors and reporters should meet regularly with students, and use students as reporters. In particular, there should be regular contact with staffs of school publications.

IMPLEMENTATION STRATEGIES

Summary of Concerns

The growing interest of citizens and community groups in helping the schools should be taken advantage of to the fullest extent. There is a concern, however, that the city school district be aided in learning how to take advantage of this help, rather than being overwhelmed by it.

Community groups which are seeking to help the schools should consult and cooperate; these groups and the city school district must have coordinated interaction.

Implementation Recommendations

- The Center for Educational Development (CED) should be the coordinator of assistance (especially for partnerships, volunteers and contributions) to the city school district. For this to happen, the community must provide CED with financial support adequate to pay for the staff that will be required.

- The Industrial Management Council and Chamber of Commerce are expected to provide a staff person who will be responsible for coordinating and facilitating the involvement of the business community. This will be especially important in the provision of consultative services to the city school district and job opportunities to students, but also in coordinating the efforts of the business community with those of other groups.

- Other groups (e.g. religious institutions, human service providers, cultural institutions) will need to designate their own coordinators. In some cases, such a person may be made available by shifting present staff responsibilities. In others, funds for such a position may have to be found. (If religious institutions are to be involved in a serious way, for example, churches and synagogues may have to go together to fund an education coordinator position, or locate foundation funds for this purpose.)

- The various community groups that are concerned and supportive of public education in Rochester need a mechanism for communication and coordination of their efforts, and a place where they can interface with the city school district. This is necessary to minimize conflict in purposes and programs, to enhance the district's ability to manage the process, to monitor implementation of the Community Task Force's recommendations, and to keep the momentum going forward.

  We recommend, therefore, the creation of a Community Roundtable on Rochester Schools, to be staffed by the Center for Educational Development. All groups which have major roles in assisting the educational process should have a seat at the Roundtable, including specifically: The City School District, business, higher education, religious institutions, cultural institutions, human service agencies, service organizations, the school-based committees, the City of Rochester.

  In addition to its coordinating and communication functions, this group should take responsibility for keeping the concern of public education before our community, and it should be an advocate for the city schools before city, county, state and federal governments.

  The Center for Educational Development and the city school district together should take responsibility for forming the Roundtable.

A P P E N D I X

Chamber of Commerce/Industrial Management Council's Business/Education Task Force

EXECUTIVE SUMMARY

I. INTRODUCTION

How can the Rochester community help students in our city's public schools receive a better education and become more productive, responsible citizens? This question was raised and explored throughout the community in 1985. The Industrial Management Council of Rochester, N.Y., Inc. (IMC) and the Rochester Area Chamber of Commerce, Inc. (C of C) view this as a major question that must be addressed if we are to ensure the continued excellent quality of life in Rochester.

The Urban League of Rochester has played a key role in encouraging community members to be aware of difficulties in our public schools and join in efforts to address them. High failure, suspension, truancy, and drop-out rates, low student motivation and achievement, and lack of skills needed for employment are some of the primary concerns. It is clear that the schools cannot address these alone. The roots of these problems lie in many aspects of our students' experiences. Thus, total community involvement is needed to successfully overcome these problems.

To determine how business resources can best participate in this effort the C of C and IMC formed a Business/Education Task Force in September of 1985.

Its mission: to provide leadership through the community in:

1. identifying opportunities for business assistance to Rochester's public schools, and
2. designing and helping to implement applicable programs, while sharing the community's goal of assisting Rochester's students in becoming productive, responsible citizens.

Task Force members assigned by their companies to work on this project until January of 1986, are: Guilbert Hentschke (University of Rochester), Allen Johnson (Wegman's Food Markets, Inc.), Robert Keller (Xerox Corporation), Theodor Rosza (Bausch & Lomb, Inc.), and James Sutton (Eastman Kodak Company). Jane Dallinger (Center for Educational Development) provided staff support.

II. DISCUSSION

We are not alone in our concern about the declining quality of urban education; this concern exists throughout the United States. The Center for Economic Development conducted a nationwide study and published its findings regarding ways business and others can help in INVESTING IN OUR CHILDREN. The Reagan administration also speaks to the issue in A NATION AT RISK. Both documents accentuate the need for local, decentralized efforts

and total community involvement to address the problem. The impact of approaches with these characteristics was confirmed in visits by the Task Force to Atlanta, Pittsburgh, Minneapolis, and Boston.

Business has made a major commitment to the schools in these four cities, as well as in other cities, for two primary reasons:

1. Economic Necessity:
   -- A well-educated work force is needed to create greater productivity and enhance decision-making.
   -- $30 billion is spent by business annually for remedial training.

2. High Cost of Failure:
   -- Rising unemployment expands welfare, decreases personal income and the tax base.
   -- This leads to rising crime rates, a lower standard of living, and social instability.
   -- Costs to business will include higher taxes for more welfare, jails, and police; loss of international competitiveness, and a shrinking market.

It is clear that business involvement in education is a long-term investment in the welfare of our community and our nation as well as our children.

Given this background, the Task Force conducted an intensive study that included visits to many of Rochester's city schools, and trips to the aforementioned cities, where strong school/business linkages are already successfully addressing needs similar to those in Rochester. Interviews were conducted here and elsewhere with teachers, administrators, parents, students, public officials, clergy, business representatives, college and university representatives, and many others. The visits, interviews, and various readings provided the raw material used by the Task Force to identify primary needs and effective ways of meeting them.

In addition, an Advisory Committee of IMC/C of C representatives met regularly with the Task Force to review and refine material. Members of the Advisory Committee are: Wyoma Best, John Hostutler, Dorothy Luebke, Constance Mitchell, Thomas Mooney, Sandra Parker, and Willis Sprattling.

The Task Force used a four-phase process to complete its mission. Data gathering (I) led to the identification of major problem areas (II). Recommended programs and implementation plans were developed (III). A final report and a presentation were completed (IV). The Advisory Committee and other key people were consulted for refinement of ideas and consensus on planning at all phases of the process.

During its fact-finding phase, the Task Force discovered that changes throughout society are having a major impact on urban schools. In Rochester and other cities across the United States, high poverty levels, an increase in single-parent families, the large number of families on public assistance, increases in teen pregnancy, and taxpayer demographics affecting public funding for city schools combine to strain the capabilities of the schools. In addition to providing academic education, schools must offer nutrition programs, surrogate parenting, day care, immunization, counseling, and more.

The Task Force also found that in spite of these difficulties many dedicated teachers, administrators, parents, and community members are deeply committed to educating children well.

Business and other segments of the community are already helping the schools in a variety of ways, including the Program for Rochester to Interest Students in Science and Math (PRISM), the Rochester Area Career Education Council (RACEC), the Center for Educational Development (CED), and the Private Industry Council (PIC). Enhanced coordination of these and other currently operating mechanisms would be beneficial. However, many more collaborations are also needed and our community has the resources to initiate them.

III. CONCLUSIONS/RECOMMENDATIONS

The entire Rochester community must take part in a thoughtful, carefully planned and implemented effort if we are to make major improvements in the education of our children -- no individual segment of the community can accomplish this alone. In Pittsburgh, this type of approach is leading to the improvement of every teacher in the system, has turned the worst high school into the best one, and is having an impact on students throughout the school district. Similar efforts are having a highly significant impact in the other cities studied.

A. AREAS OF OPPORTUNITY

During the first phase of its undertaking, the Task Force worked to identify the primary needs in Rochester's schools. After an intensive study, the Task Force delineated the needs as "Areas of Opportunity for the Rochester Community." Our language was chosen to stress the fact that opportunities exist for everyone in the community to provide assistance and help our students improve.

The "Areas of Opportunity" are:

* Reduce High Frequency of Inappropriate Student Behavior -- This includes all areas of behavior -- from truancy, failure to complete assignments, and teen pregnancy and drug use.

* Enhance Student Motivation and Skills Required to Succeed -- Young people without a desire to do well or the skills (communications, basic math, etc.) needed to perform well will not succeed as students or ultimately as citizens and employees.

* Increase Positive Expectations, Role Models, and Human Resources for Students -- In many cases, students have insufficient exposure to productive, caring adults who encourage children to apply themselves and can serve as models of success.

* Provide Essential Enrichment Opportunities for Students -- Activities such as field trips, frequent exposure to music, computers, and art, and other essential experiences are available on a very limited basis to many city school students.

* Offset Deficiencies/Shortcomings in Students' (Physical) Environment -- Occasional shortages of books to take home, some facilities in need of updating and repair, and limited access to computers are among the shortcomings students in some buildings encounter.

* Assist in the Formulation of Public Policies That Are Sensitive to Essential Ingredients Needed for Excellent Education -- Public policies currently shortchange urban school districts financially; they also support weaknesses in curriculum development, review of staff performance, and other areas that inhibit the quality of education.

* Enhance the Effectiveness of the School System's Organizational Structure -- Like most large organizations, the City School District can benefit from studies and action plans designed to help it operate more efficiently and effectively.

* Enhance Development of Teacher Self-Esteem/Motivation/Performance -- Our city school teachers work under increasingly difficult conditions and are being asked to do more with fewer resources. In addition, no effective mechanism exists for the review of performance, rewarding of good teachers, and improvement of teacher performance.

* Enhance Faculty Knowledge, Skills, and Motivation Needed to Prepare Students for Work and/or Higher Education -- Teachers and counselors do not have sufficient time or ongoing training needed to help students become successful employees or college/university students.

* Ensure the Synergistic Impact of the Above Items by Involving the Total Community (Parents, Human Services, Religious Organizations, Higher Education, Cultural Institutions, Etc.) -- The problems in our schools have varied causes related to the school system itself, society as a whole, changes in family life, and more. The Rochester community is rich in resources -- people, places, events, etc. -- that can be used to support our schools. By breaking down the traditional business/community barriers, all people -- starting with parents - can ensure the utilization of these resources to enrich the lives of our children.

B. MAJOR TASKS

Money alone will not address these areas of opportunity. Meaningful participation by people with a wide variety of skills and interests will be an essential ingredient. Five tasks have been identified as the most effective responses business can make to the areas of opportunity. These tasks have been modeled after highly successful programs currently operating in the cities studied or, on a limited basis, in Rochester.

1. Jobs: To provide job placement opportunities as incentives for student performance in the classroom and for exposure to the working environment and career options (career paths).

2. Partnerships: To provide opportunities for broad-scale interaction between employers/employees and students, faculty, and administrators at the school building level.

3. Marketing of Education: To raise the community's awareness about education's key role in developing human potential and about the positive aspects of Rochester's public schools; to encourage participation in schooling by parents and others in the community.

4. Staff Development: To provide opportunities to teachers, counselors, and administrators for enhancement of teaching and management skills, increased sensitivity to cultural differences, subject matter enrichment, and direct exposure to career and higher education options for students in the Rochester community.

5. Consulting Resources: To provide the City School District (CSD) with access to problem-solving capabilities in support of non-instructional systems and services management.

C. MECHANISMS

Pinpointing the areas of need and tasks to begin addressing them is relatively straightforward. Establishing the management processes that ensure achievement of objectives and long-term viability is a more difficult undertaking.

Several mechanisms have been identified as key ingredients in a stable, long-term program to accomplsih the Major Tasks. These mechanisms will ensure continuity of the business commitment and encourage involvement of other segments of the community. They are modeled after successes in other cities and in Rochester. In some cases they use resources already operating here. The mechanisms are:

1. The Rochester Alliance: A cooperative effort to improve the schools undertaken jointly by the school district, business, parents, teachers, higher education, the Center for Educational Development, religious and human service organizations, and others. Similar to the Boston Compact and the Atlanta Partnership.

2. A Business/Education Director: Coordinates business involvement in the schools, reports to Business/Education Forum.

   * Works with the Rochester Alliance -- e.g. ensures that business commitments to the CSD are carried out, interfaces with the overall community on total support for the CSD, provides follow-up on actions coming from the Business/Education Forum, etc.

   * This is an essential ingredient to ensure initial success and ongoing stability of this effort. All four cities visited had an individual who functioned in this role: Boston - Director of the Boston Compact, Atlanta - Executive Director of the Atlanta Partnership, Minneapolis - Assistant to the Superintendent, and Pittsburgh - President of the Allegheny Conference.

3. Fundraising Mechanism: Secures financial support for the business-sponsored mechanisms -- CED, Jobs, Marketing of Education, etc. Reports to Business/Education Director.

* A person to focus on fundraising is essential to ensure stable support for the mechanisms. This person would serve as an expert on both public and private funding for all of the mechanisms, and would enable directors of the individual programs to focus on program operation. Such a process operates highly effectively in Pittsburgh. It appears to be the most efficient use of time and money when several different but related operations need ongoing funding.

4. A Job Component: A Job Director will serve as liaison between the business community and the schools managing the job component. He or she will identify job opportunities for students and supervise a Job Coordinator in each high school. Coordinators will match students with part-time jobs, summer jobs, and internships. Job availability will be tied to school and work performance. The coordinator will work closely with school counselors on focused career advisement.

5. Consulting Resources and Training Opportunities: Business and higher education resources will become more available to the school district. We did not see a carefully defined mechanism for this elsewhere, but it is clear that this is an area where business can provide human resources essential to the smoother operation of the school district.

6. A Public Relations Campaign: Designed to increase community awareness and involvement in the schools.

   * Minneapolis and Memphis have operated highly successful public relations campaigns in recent years that have made a big impact on parent and community involvement in the schools.

7. A Teachers' Center and a Principals' Institute: Designed to provide teachers, counselors, and principals with the opportunity to enhance their skills and knowledge.

   * The Schenley Teacher Center in Pittsburgh has been so impressive that it is currently being initiated in Boston and is being studied by people throughout the country for implementation elsewhere.

   * The Atlanta Principals' Institute, also operating successfully in other cities, has been proven to be an effective mechanism for training and evaluating line managers.

   * Business would provide indirect support for both the Center and the Institute.

D. PRE-KINDERGARTEN PROGRAMS

The Task Force also discovered one additional area of critical importance in our effort to help Rochester's children. Early childhood development has been proven to exert a major influence on individual performance in later years. Our studies indicate clearly that pre-Kindergarten programs can play a significant role, helping children succeed in school and throughout their adult life. Some city children currently participate in excellent pre-school programs, but many who most need such programs are

not in one. Representatives from the Rochester community can make an invaluable contribution by providing early-learning opportunities for all our young children.

It is also critical that all who might become involved view this effort as an investment in our community's future. Research has shown that if we do not spend time, energy, and material resources to educate our children more adequately now, we will spend a much greater amount of time, energy, and resources on them later, when they become poorly performing or non-functioning adults. Our community as a whole can thrive only if we are willing to make a major investment in the welfare of our children. They are now in the process of becoming our employees, parents, teachers, and community leaders of the future.

COMMUNITY-WIDE EDUCATION INITIATIVE
UPDATE ON RESPONSES TO THE "CALL TO ACTION"
JUNE 19, 1986

With the help of CED "Call to Action Grants" the following HUMAN SERVICE AGENCY projects have been or will be operated:

Genesee Settlement House implemented project " Life After Sixth Grade" to schools in its area and some beyond.

Action For a Better Community expanded its tutorial program at Frederick Douglass Jr. High

Puerto Rican Youth Development will initiate the Orgullo (Pride) project to involve parents, students and others in promoting Hispanic student achievement.

Charles Settlement House will upgrade its pre-kindergarten program.

CULTURAL ORGANIZATIONS

A teacher intern will tabulate and analyze a survey of what is being offered to City schools by Arts of Grea Rochester member agencies and what gaps exist.

Strong Museum will operate their Early Childhood Program for 7902 K-2 students and their teachers.

SERVICE ORGANIZATIONS

Theta Upsilon Sigma Chapter of Phi Beta Sigma Fraternity will select a school and sponsor a week of life counseling to 9th and 10th graders.

ATTACHMENT M

The local Chapter of the Delta Sorority is developing a program for high school girls to begin this fall at a selected high school.

The Rochester Chamber Associates will re-activate its tutoring program.

RELIGIOUS INSTITUTIONS

A series of workshops to help parents learn how to most effectively become involved in the educational system will be conducted by the Christian Parent Involvement in Education group at Aenon Baptist Church.

COLLEGES AND UNIVERSITIES

Nazareth College is planning to provide a teacher scholarship for a teacher to pursue additional training

The University of Rochester is working with the City School District on staff development for teachers and principals.

The University of Rochester secured a grant to work with CED and Rochester Jobs Inc. to operate the "Career Beginnings Program" to provide employment and mentors for 100 high school juniors

PARENTAL INVOLVEMENT

#14 School will operate "Breakfasts for Progress" which will invite parents of 307 students to two breakfa during the 1986-87 school year to establish strong communication between parents, teachers and studen

The Ad Hoc Parents for Understanding of Technology Curriculum will familiarize parents of 7th grade stu nine schools with the newly mandated Regents Action Plan curriculum in technology.

STUDENT INVOLVEMENT

The " Developing Responsible Citizenship" program will be presented to 740 students at #12 Scho

COMMUNITY-WIDE INITIATIVE
TO IMPROVE THE QUALITY OF EDUCATION
IN THE ROCHESTER PUBLIC SCHOOLS

LEAD AGENCIES

TOWN MEETING TARGET AREA BOS.	Organizations	Schools Located in Target Areas
I	CHARLOTTE COMMUNITY ASSOCIATION 4338 Lake Avenue Phone: 865-6101 or 232-2796 President: John Ferraro	#s 42 & Charlotte High School
II	NORTHWEST AREA COMMUNITY ASSOCIATION 604 Lake Avenue Phone: 254-8090 Exec. Dir: Michael Rotundo MAPLEWOOD NEIGHBORHOOD ASSOCIATION President: Tom Fox	#s 7, 34, 41 & Marshall HS
III	CHARLES SETTLEMENT HOUSE 445 Jay Street Phone: 328-5453 Exec. Dir: Gail Blanchard Contact Phinis Horton	#s 21, 43, 30, 17, 5 & Jefferson HS
IV	URBAN LEAGUE OF ROCHESTER 177 N. Clinton Avenue Phone: 325-6530 President: William A. Johnson, Jr. Contact Archie Curry	#s 2, 4, 19, & Nathaniel Rochester Jr. HS
V	NINETEENTH WARD COMMUNITY ASSOCIATION 541 Thurston Road Phone: 328-6571 President: Dana Miller Contact Dan Ross	#s 16, 29, 37, 44 & Wilson Jr HS
VI	SOUTHEAST AREA COALITION 831 South Clinton Avenue Phone: 244-9405 President: Richard Williams Contact Sandy Weisenreder	#s 1, 12, 23, 35 & Monroe Jr HS School of the Arts
VII	NORTHEAST AREA DEVELOPMENT 1564 E Main Street Phone: 482-7320 Exec. Dir: Ed Raskin	#s 28, 46, 52 & 14 East High School Douglas Jr HS (w/Eastside Community)
VIII	GENESEE SETTLEMENT HOUSE 10 Dake Street Phone: 288-1830 Exec. Dir: Alphonso Tindall Contact Norman Roberts	#s 25, 36
IX	EAST SIDE COMMUNITY CENTER 145 Parsells Avenue Phone: 288-0021 Exec. Dir: Mary J. Cruickshank Contact Loretta Torpey	#s14, 28, 46, 52 East High & Douglas Jr HL (w/Northeast Area Development)
X	GROUP 14621 COMMUNITY ASSOCIATION 945 Joseph Avenue Phone: 266-4693 President: Julia Diachuk Contact Beatric C. Walden	#s 22, 36, 39 & 50 (w/Baden Street Settlement; Ibero-American Action League)
XI	BADEN STREET SETTLEMENT 152 Baden Street Phone: 325-4910 Exec. Dir: William Hall Contact Sherry Walker	#s 6, 8, 9, 20 (w/ Ibero-American Action League)
XII	IBERO-AMERICAN ACTION LEAGUE 938 Clifford Avenue Phone: 544-0450 Exec. Dir: Mario Caceres Contact Mrs. Luisa Baars	#s 8, 9, 20, 22 & 50 & Franklin HS (w/Group 14621; Baden Street Settlement)

ATTACHMENT O

Urban League of Rochester, N.Y., Inc.
177 North Clinton Avenue • Rochester, New York 14604 • (716) 325-6530
A Community Planning and Human Service Delivery Agency

NEWS RELEASE

FOR IMMEDIATE RELEASE - October 1, 1985

For more information,
contact George Anderson
325-6530

The Urban League of Rochester today announced final plans for Phase Four of the Community-Wide Initiative to Improve the Quality of Education in the Rochester Public Schools. The Initiative, a major project durging the League's 20th Anniversary year, focuses on solutions rather than problems of the learning crisis in our schools - a crisis that the entire community must resolve.

The primary event of Phase Four is a series of Town Meetings that will occur simultaneously on the evening of Tuesday, October 29, 1985.

The Initiative's key ingredient has been its ability to get people to consciously respond to the question, "What can I (we) do to improve the academic performance of our minority students?" and translate those thoughts into action. Today's news conference is an example of that action - representation of a broad section of the community all working on answering the question.

Since January, when the Urban League launched this Five-Phase Initiative, more than 100 meetings have been held with organizations and individuals seeking their involvement (Phase One). Scores of volunteers canvassed homes where city students

reside to get opinions of parents and to persuade them to attend a "speakout" in May, where their concerns could be aired. Similar speakouts were held to elicit concerns of students and educators (Phase Two). Phase Three culminated in a community leadership conference attended by 157 persons representing a broad cross-section of community and neighborhood organizations, parent groups, business and industry, the churches and education.

For the upcoming Town Meetings, Phase Four of the Initiative, 12 neighborhood organizations have joined the League to work in their neighborhoods in order to insure a high turnout on October 29. These meetings will be held in strategic locations (see list) throughout the city and are designed to attract parents, educators, students, community representatives who want to be committed to these problem-solving activities (Phase Five).

The goal of this Initiative is to create an environment where people from all sectors of the community become involved in activities which will substantially improve the academic achievement levels of all students attending public schools. One of the ultimate objectives of the Town Meetings is to have organized an action committee at each of the 45 school buildings, and these committees establishing objectives that can be achieved in short- and medium-termed phases.

In order for the Town Meetings to be successful, the participation of parents is absolutely essential. Efforts to attract the parents of students who are experiencing the greatest difficulty have been only partially successful. These efforts must be redoubled to help parents realize that their children's hopes for a productive adult life depends on a solid educational foundation.

The local media have cooperated splendidly in increasing public awareness. The Town Meetings will be televised live on Channel 21, from 7 to 9 p.m. on October 29. Channel 10 will air a special documentary in prime time on October 20. Channel 8, in cooperation with the League of Women Voters, will air a debate between the five school board candidates on Sunday evening, October 27. Channel 13 will produce a series of public service announcements with local celebrities and public officials, urging the public to attend the Town Meetings. These PSA's will be aired over all the local TV stations. WEZO/WNYR will produce a similar series of PSA's for radio.

The Rochester Times-Union and CITY Newspapers will each run special features on education in October, as will About Time Magazine.

Also underway, are plans to enlist the active support of the Black church community to reiterate the message from the pulpit. Many of the parents we're trying to reach attend these churches.

Several institutions have made important contributions to this initiative. The University of Rochester co-sponsored the community leadership conference in June. The Center of Educational Development has convened a task force that will spend the next six months identifying successful programs that might be implemented locally. The Industrial Management Council and the Rochester Chamber of Commerce have convened a task force to study ways the business community can address the issue. The Center for Governmental Research is working with City School District and League researchers to develop data on each school that can be used to identify those areas needing the greatest attention.

Funding for this effort has come from the Daisy-Marquis Jones Foundation, the Gleason Memorial Fund, Eastman Kodak Company, and the City-County Youth Bureau. The City School District and central administration, have actively endorsed and worked closely with the Initiative, as has the Rochester Teachers Association.

More than 50 organizations, ranging alphabetically from Action for a Better Community to The Links to the United Church Ministries, have formally endorsed the Initiative and have committed resources to it.

Eight members of the Urban League's top management staff have been working on this effort since January. The League's Board of Directors has approved this as a top priority and a committee of current and former board members, ably chaired by Constance M. Mitchell, has devoted numerous hours to this effort.

Much work has gone into making October 29 a kind of "D Day", a day of decision, where the community mobilizes itself to work for improved schools and improved opportunities for young people. "V Day" lies ahead after the Town Meetings--a day of victory, when these efforts result in a complete turnaround in our schools.

- 30 -

URBAN LEAGUE OF ROCHESTER, N.Y., INC. invites the Rochester community to attend:

A Community Town Meeting on improving educational quality in the Rochester Public Schools

A massive effort is underway to solve serious problems in the Rochester Public Schools. These include the large number of dropouts, the thousands of suspensions, low grades and the small number of students enrolled in college preparatory courses. This movement to improve educational performance has thusfar included the public "speakouts" for parents, students and educators conducted by the Urban League and a conference of community leaders hosted by the University of Rochester in June.

More than 50 organizations... churches, settlement houses, fraternal and volunteer organizations, teacher-parent groups, business and industry... have endorsed this drive to improve city schools, and will play an active role as the work progresses. Twelve neighborhood and community groups will co-host town meetings in their areas of the city, and work with volunteers to improve the neighborhood schools.

To succeed, this drive will need the participation of concerned citizens like you. It will need the support of parents, educators, students and the community-at-large. Please call the agency listed below to offer your help. Also, mark your calendar for the town meeting on October 29. Help to strengthen the schools in your area!

The goal of the meeting will be to form action groups for every public school in the city.

URBAN LEAGUE OF ROCHESTER, N.Y., INC., 177 N. Clinton Avenue, Rochester, N.Y. 14604 716 325-6530

Plan now to attend the big

TOWN MEETING ON PUBLIC EDUCATION

Tuesday evening, October 29th, 1985
Town Meeting Location In Your Area To Be Announced

COORDINATING AGENCY: URBAN LEAGUE OF ROCHESTER
William A. Johnson, Jr., President
177 N. Clinton Avenue
Rochester, New York 14604
Contact: Archie Curry, 325-6530

URBAN LEAGUE OF ROCHESTER, N.Y., INC. invita a la comunidad de Rochester a asistir:

Reunión Comunal para mejorar la calidad de la educación en las escuelas públicas de Rochester

Se está haciendo un gran esfuerzo para resolver problemas serios que existen en las escuelas públicas de Rochester. Estos incluyen el gran número de estudiantes que abandonan la escuela, los miles de estudiantes que son suspendidos, las notas bajas y el número pequeño de estudiantes que están matriculados en cursos preparatorios para entrar a un colegio universitario. Hasta la fecha este movimiento para mejorar los logros académicos ha resultado en dos actividades: a saber, foros públicos para padres, estudiantes y educadores organizados por "the Urban League" y una conferencia para líderes de la comunidad para la cual la Universidad de Rochester sirvió de anfitriona.

Más de 50 organizaciones —iglesias, centros de asistencia social, fraternidades, organizaciones de voluntarios, grupos de padres y maestros, negocios y la industria — han respaldado esta campaña para mejorar las escuelas de la ciudad, y van a tomar un papel activo a medida que el trabajo progresa. Doce grupos en distintos sectores de la ciudad van a ser co-anfitriones de reuniones comunales en sus respectivos vecindarios y van a trabajar con voluntarios para mejorar las escuelas de su comunidad.

Para que esto sea un éxito, esta campaña va a necesitar la participación de ciudadanos preocupados como Usted. Va a necesitar también el apoyo de padres, educadors, estudiantes y la comunidad en general. Por favor, llame la agencia mencionada más adelante para ofrecer su ayuda. También, separe en su calendario la fecha para la reunión comunal el día 29 de octubre. ¡Ayude a fortalecer las escuelas en su vecindario! La meta de la reunión será la formación de grupos de acción en cada escuela ciudad. La comunidad hispana solamente estará bien reprentada en esta campaña si personas dedicadas como Usted participan.

URBAN LEAGUE OF ROCHESTER, N.Y., INC., 177 N. Clinton Avenue, Rochester, N.Y. 14604. 716 325-6530

Comience ahora a hacer planes para asistir a la gran

REUNIÓN COMUNAL SOBRE LA EDUCACIÓN PÚBLICA

la noche del martes, 29 de octubre de 1985

Proximamente se le informará donde será la reunión más cercana para usted.

AGENCIA DE COORDINACION:

URBAN LEAGUE OF ROCHESTER
William A. Johnson, Jr., President
177 N. Clinton Avenue
Rochester, New York 14604
Contact: Archie Curry, 325-6530

Welcome and Introduction

Ladies and Gentlemen, Friends and Neighbors, I take a great deal of pleasure in welcoming you to an evening dedicated to our children and their future. Before proceeding, however, I would like you to join me in extending special thanks to the people responsible for bringing us together this evening: 1) _____ _____which has been the primary organizer of this meeting at _____ 2) The volunteers who are working as registrars, greeters, discussion group leaders and recorders tonight, 3) the _____ of _____ _____ who has provided us our meeting place and 4) the ULR which has served as the sponsor and city-wide organizer of all the town meetings being held tonight throughout the city.

As posters, fliers, TV spots and newspaper articles have announced over the past few weeks, you have been invited to attend this town meeting tonight to show your concern for your children and their public education in Rochester. We appreciate your coming and feel confident that the meeting will prove to be both informative and productive for everyone involved. The purpose of this evening's meeting is to actively involve as many people as possible in the "Community-Wide Initiative to Improve the Quality of the Rochester Public Schools."

The agenda includes three primary activities; the first will be the viewing of a film showing excerpts from three different speakouts conducted over the past nine months. One speakout was held with students, one with parents, and one with educators. Participants at all three speakouts voiced their concerns and

opinions about education in our schools. The film also includes excerpts from a conference that followed the speakouts that involved representatives from all segments of the community including students, parents, educators, clergy, local colleges and universities, neighborhood, community and fraternal organizations, small businesses, and other interested citizens.

After we have viewed the film we will break-up into discussion groups to answer the questions "What Can I Do" and "What Can We Do To Improve Education in Our Schools?"

Finally, we will reconvene to share some of the ideas that have come out of our groups and commit ourselves to become actively involved in improving our children's education.

AFTER FILM IS SHOWN

We have just seen and heard the problems about our children's education raised and discussed. It is now time to move on and begin to determine how we can individually and as a group, begin to resolve these problems. THAT must be our focus tonight. What can I do? What can we do to resolve these problems? The burden is on us. We must all take responsibility for the future of our children, for our own future.

We must now make sure that our children attend school, behave in school and— learn to their fullest potential.

We must make sure that our schools:

- are places where our children want to be
- places where they can learn and
- places where teachers can teach

We, adults and parents, must make sure that:

- our children attend prepared to learn
- that their teachers are teaching and
- that our district has what it needs to do its job.

You are here tonight because you want to start working on improving your children's education. You can continue this effort after tonight by registering for Action and joining an Action Committee in one of the schools. Each school will have its own Action Committee. You can join by filling out the form on back of your agenda. Please also underline the date for the school's first meeting found _____ in your packet.

At this time, we will break-up into three groups. Everybody who signed up for the high school group will go to _____. Those of you who signed up for the Junior high group will go to _____ and the elementary group will go to _____. Likewise, those of you who may not have children are free to choose any group. We will meet back here for our wrap up.

URBAN LEAGUE OF ROCHESTER, N.Y., INC., invites the Rochester community to participate in:

A community-wide initiative to improve the quality of Rochester public schools

What is the problem?

For a number of years the Urban League of Rochester has placed a very high priority on improving the quality of education in the Rochester public schools. This activity has centered around the needs of the Black and other minority youth, who comprise a majority of the school district's enrollment and who are a primary consumer of Urban League services.

There are a number of indicators which document the academic difficulties which these students are encountering. This should be a cause for community concern, when we understand the critical correlation between educational achievement and adult success. Without the basic skills of reading, computation and verbal competence, our youth cannot succeed in the labor market. Without the basic skills, they will not be in the positions to acquire the technical and professional training which will give them entry into the economic mainstream. Without the basic skills, they will continue to experience high rates of unemployment. Without the basic skills, they will be consigned to the growing underclass of society.

• • •

The following indicators, gleaned from various school district reports and planning documents, graphically illustrate the crisis which exists for Black and other minority youth in the Rochester public schools:

- In the 1982-83 school year, 941 students dropped out or were kicked out of the Rochester public schools. By comparison 1273 left school successfully with a diploma. Overall, the pattern during the last few years has been that for every 2 city school students who graduate at least 1 drops out.
- Only 34% of all senior high school enrollments are in regents course (24% among minority students). Only about 21% of all graduates achieve regents

(Continued on page 2)

URBAN LEAGUE OF ROCHESTER, N.Y., INC., 177 N. Clinton Avenue, Rochester, N.Y. 14604, 716/325-6530

What is the problem?

(Continued from page 1)

diplomas in the end.

- Among 1984 graduating seniors, only 39 Black students from the city's high schools were found to have at least "B" averages, out of a graduating class in excess of 1200 persons.
- Coupled with their difficulties in basic academic instruction, the schools seem unable to maintain a well balanced program of electives and extra-curricular activities. With respect to interschool sports, coaches have reported that between one third and one half of all students who go out for team sports are disqualified because of their failure to maintain "C" averages.
- The number of short and long-term suspensions has increased to over 8,000 per year in each of the last two years. Last year, new records were set in the number of long-term suspensions in both secondary schools (544) and elementary schools (139).

While we recognize the existence of such difficulties in city public schools, we also acknowledge that the School District has made commendable efforts in recent years to address a number of these problems. The following indicators outline some of the improvements the schools have achieved for young people, principally through the implementation of the District's **Three-Year Plan:**

- Between fall 1981 and fall 1984, there has been a 5.5 percentage point increase in the proportion of 9th grade students enrolled in Regents Social Studies courses. As the District continues its emphasis on higher expectations, increased graduation requirements, and educational counseling for 8th graders, we hope to see even greater numbers of young people opting for the more demanding Regents program in coming years.
- 103 seniors who failed to graduate in June 1984 were graduated the following August after successfully completing coursework in the district's Summer School program.
- The performance of District graduates on the SAT college entrance exam has increased by 19 points in verbal skills and 13 points in mathematics. District scores now compare favorably to the national average.
- The District has introduced such innovative programs as the Magnet Schools, the junior-high school clusters, and the Skills Improvement Program, all of which are designed to improve the academic performance of specific groups of students.

While acknowledging these important initiatives, we realize that much work remains to be accomplished if the schools are going to address the educational needs of all of its students. The larger community needs to become actively involved with the District, so as to expand upon this momentum.

What Can Be Done About It?

The Urban League of Rochester plans to undertake a major community-wide effort to attack and resolve this problem. Several major activities, culminating in a Town Meeting on Education that attracts several thousand residents, will be planned and implemented by a broad cross-section of citizens. All of this activity will focus on one question: "What steps can be taken to improve the academic achievement of students in the Rochester public schools?" The activity will be designed to get each participant to address the issue from a personal perspective: "What can I do to resolve this problem?"

This very pro-active model will achieve the following objectives:

1. To inform the total community of the crisis which currently exists within our public school system, regarding the issue of low academic achievement; and
2. To involve the total community in a set of strategies which will correct this problem.

The activities will be targeted to the following groups:

1. Students
2. Parents
3. Educators
4. Clergy
5. Business and Industry
6. Human Service Providers
7. Neighborhood, Community and Fraternal Organizations
8. Colleges and Universities
9. Small Businesses
10. Interested Citizens

How Will This Activity Be Achieved?

Five levels of activities will be undertaken:

1. **PHASE ONE**

Meetings will be held with key groups in the community to solicit their support and participation. As of this date, several meetings have already been held with educators, advocate groups, community organizations, clergy, business leaders, and representatives of the communications industry. Those groups who agree to participate will be involved in planning and implementing the activities which will take place in the later stages. Those individuals who are involved in this phase will be responsible for recruiting others.

2. **PHASE TWO**

If this problem is to be successfully resolved, the views and concerns of the "key players" in the educational process must be known. These key players are (1) students, (2) parents, and (3) educators. The latter group encompasses the classroom teachers, administrators, and support personnel. On separate dates, a series of "Speakouts" will be held at convenient locations, and these groups will be invited to speak to the question **"What can be done to improve the academic performance of Rochester's students?"** Modelled after successful Youth Speakouts conducted by the Urban League, three to four hours each would be devoted to these open forums, which would be videotaped for usage at a later time.

This is a most crucial stage and will require much planning and

organizing to insure a successful turnout. The persons identified in Phase One will be heavily involved in this effort. In order to insure the proper coordination and division of responsibilities, the following assignments will be implemented:

1) **Student Speakout** — The Urban League's Youth Services Division, managed by Mrs. Vivian Johnson, and the League's Youth Services Advisory Committee, will have the lead responsibility in planning and implementing the student forum. Their primary activity will be student recruitment, site and date selection, and related logistics. Students will be recruited to participate in the planning for this event.
2) **Educators Speakout** — The Urban League's Community Planning and Development Division, managed by Archie Curry, along with other interested groups, will have the lead responsibility in planning and implementing the educators forum. Their primary activity will be recruiting teachers, administrators and other key personnel to participate in the Speakout, as well as all logistic planning. Educators will be recruited to participate in the planning for this event.
3) **Parents Speakout** — A subcommittee of the Urban League's 20th Anniversary Committee, chaired by Mrs. Constance Mitchell, and the League's executive staff will have the lead responsibility in planning and implementing the parents forum. Through a network of churches, community and social organizations, parent groups and other interested parties, they will be responsible for recruiting parents to participate in the Speakout, as well as all logistical planning. Parents will be recruited to participate in the planning for this event.

The 20th Anniversary Committee and the office of the League's President will function as the coordinating arm for these separate planning activities, to insure that there are no scheduling conflicts and overlaps, and that the principal objectives are being achieved.

The staff of the League's Family Services Division, managed by Mrs. Rita Augustine, and the Program Planning and Research Division, managed by David Wirschem, are also available to assist in this effort, where needed.

3. PHASE THREE

A conference/symposium will be held for representatives of the ten target groups earlier identified. The key theme, **"What Can Be Done To Improve The Academic Performance of Rochester's Student?"** will be the central focus. At this conference four things will occur:

1) A major speaker (preferably an expert on urban education) will address the nature of the problem (low academic achievement), and what successful efforts have been undertaken in other locales.
2) A video presentation of the three Speakouts will be shown. The plan is to show a broad cross section of views expressed by the key players, particularly those comments addressed to **problem resolution.**
3) One representative from each of the target groups will briefly address the central theme.
4) The remaining participants will be asked to address the question: "What can I (or my interest group) do to resolve the problem of low academic achievement in the Rochester schools?" They will be asked to commit themselves to active participation in Phase Four.

The University of Rochester has agreed to host this conference.

The participants identified in Phase One will assist in identifying and recruiting the conference participants.

4. PHASE FOUR

A "Town Meeting" on Public Education will be held. Negotiations are underway with WXXI-TV to televise this. Using the successful approach that was implemented with **The Chemical People,** a national project to awaken community interest in the problem of youth drug abuse, sites in the 45 public schools, churches and neighborhood centers throughout the city will be used to convene citizens. A turnout of several thousand persons is anticipated.

Prior to the Town Meeting, we hope to inform public opinion further about the nature of the problem through the telecasting of a locally produced documentary, on one of the commercial television stations. Negotiations are currently underway with WHEC-TV.

At the Town Meeting, a video presentation of the Speakouts and the Conference, approximately 45 minutes in length, will be televised. The balance of the evening will be devoted to a discussion around the central theme: "What can I we do to improve the problem of low academic achievement in the Rochester schools?"

Out of this we expect a number of concrete activities will evolve, directed specifically at each of the 45 elementary and secondary schools, and the various alternative programs. Some of these activities will have emerged from the earlier activities, but the Town Meetings will be designed to encourage suggestions and proposals from the participating citizens. As a result the community working in cooperation with the school district will develop projects and activities that are designed to stimulate increased academic performance.

The participants from the earlier phases will be trained to serve as facilitators at the various Town Meeting sites, and, in conjunction with the steering committees that are expected to emerge from each site meeting, will be involved in the on-going monitoring of the various activities that will ensue from Phase Four.

5. PHASE FIVE

Action committees will be organized at each of the 45 school sites. They will be comprised of the participants from the Town Meetings and will be representative of the educators, parents, students and

(Cont'd.)

community representatives from the school neighborhood. These committees will meet on a regular basis to identify, implement and monitor school-based activities which are designed to improve academic achievement.

A city-wide steering committee will also be organized, in order to provide a community-wide oversight mechanism for these activities. It will be comprised of representatives from each of the 45 school sites, the city school district's central administration and school board, and of the business, civic, political and religious leadership. Meeting on a regular basis to review the status of this effort, it should further complement and expedite the ongoing efforts of the superintendent and board to bring about educational improvements.

What is the Long Term Benefit to the Community?

All of this effort will be in vain, if it is perceived as a media event, or some other form of superficial activity. Broad-based community involvement in all phases is critical. Follow-up in the wake of the Town Meeting is absolutely essential.

The entire community is a loser, if its public schools are perceived to be in such bad shape that people are rushing to escape them. It is a well established fact that persons with school age kids choose not to live in the city, or relocate to the suburbs, or enroll their children in other school systems, because of the perception that the schools cannot provide a quality education.

During the current school year, more than $169 million in tax dollars are expended for public education in the City of Rochester. In recent years it has been demonstrated that there are fewer new dollars that can be allocated for local schools. The entire community loses if funds are not available to provide the city's students with the rich education program that will make them well educated, well-balanced and possessive of the skills necessary to lead a self-sufficient adulthood. But there is a growing realization that more dollars is not necessarily the answer to this problem.

The entire community loses, if our schools continue to graduate students with low basic skills, and if more than 40% of our youth drop out before completing their basic education. If one were to extrapolate the drop-out data over a full education cycle (kindergarten through twelfth grades) and assuming the school enrollment remained constant at its current level (33,000 students), approximately 13,000 students would drop out somewhere along the way. There is a tremendous social cost of providing the kind of public support which is now acceptable to people who end up at the lower end of the economic spectrum.

Thus the community gains by introducing ideas which stimulate improved academic performance, improved student interest in school, and an improved image of its public schools. The community benefits by having a more educated populace, persons able to compete for the skilled and technical jobs that are created in the labor force, and persons who are less dependent on the public dole for their support.

While the symptoms evidenced in Rochester schools are common to most, if not all, large urban districts, this model assumes that these conditions can be reversed, if the community as a whole commits itself to this change. Rochester has successfully initiated many other novel approaches on a variety of fronts. The same history of civic achievement is being tapped in this effort.

Existing Activities

The undertaking of this massive effort should not be construed as a criticism of the many worthwhile projects currently underway in this city to improve student performance or increase parental or community participation. This initiative is seen as a way of enhancing these efforts, rather than supplanting or diminishing them. Furthermore, by galvanizing public attention on the crisis which current confronts those students who are doing the poorest in school, it is anticipated that support for many of these meritorious projects will increase.

This educational crisis is so severe that it will require the multiplication of existing efforts many times, in order to reverse the damaging trends which confront us. There should be no one willing to advocate that enough is being done to resolve this problem. □

A schedule for action:

What is the Timetable for Activity?

All activities will take place under the aegis of the Urban League's 20th Anniversary celebration in 1985. The following timetable is established subject to modification:

Jan-Feb. 1985	**ULR staff and committee hold meeting with representatives of the target groups to solicit their support and participation**
Feb-May	**Program and fund development activities**
May 22	**Youth & Parents Speakouts**
30	**Educators Speakout**
June	**Conference**
October	**Town Meeting**
October	**Community meetings in follow-up to Town Meetings; program development**
November	**Implementation**
December	**First interim report**
July 1986	**Report on first year's activities**

ATTACHMENT S

COMMUNITY-WIDE INITIATIVE TO IMPROVE THE QUALITY OF EDUCATION IN THE ROCHESTER PUBLIC SCHOOLS

TUESDAY, OCTOBER 29, 1985

TOWN MEETING AGENDA

Time of Meetings		6:30 - 9:30 p.m.
6:30 - 7:00 p.m.	Registration	
7:00 - 7:10 p.m.	WELCOME & INTRODUCTION ° Clarify Purpose ° Specifics of Agenda ° Logistics	Moderator
7:10 - 7:45 p.m.	FILM SHOWING of Speakouts and U of R Conference	
7:45 - 7:57 p.m.	FILM SUMMATION AND SYSTEMS PERSPECTIVE	Moderator
7:57 - 8:00 p.m.	CHARGE TO COMMUNITY ° Begin Community School Action Groups in Target Area ° Instruction for Small Group Division by School Levels	Moderator
8:00 - 9:20 p.m.	SMALL GROUP SESSIONS by School Levels: Elementary Junior High Senior High School	
9:20 - 9:30 p.m.	Groups Breakup for Closing Assembly WRAP UP & CLOSING	

ATTACHMENT T

Urban League of Rochester

(716) 325-6530

COMMUNITY INITIATIVE TO IMPROVE

ROCHESTER PUBLIC SCHOOLS

REGISTRATION FOR ACTION

NAME: _____

ADDRESS: _____

TELEPHONE NUMBER: (Day/Evening) _____

TELEPHONE NUMBER: (For Message) _____

I am a parent _____

Area Business Person _____

Area Resident _____

School Employee _____

Concerned Citizen _____

Student _____

I would like to join an Action Committee at school (s) _____

_____

I cannot join a school Action Committee, but I would like to help improve education in our schools in the following ways: _____

_____

_____

_____

Urban League of Rochester — Communitywide Education Initiative

EDUCATION FACT SHEET: SECONDARY SCHOOLS (DISTRICTWIDE)

ENROLLMENT (1984-85): Total: 14,038 (includes grades 7-12, special education students and grade 6 in School No. 71)

- In Grades 7/8: 4,476 (excluding special education students)
- In Grades 9-12: 8,272 (excluding special education students)

Percent of Student Body
- Poverty-level : 38.4%
- Minority : 64.5%

ATTENDANCE/DISCIPLINE (1983-84)

- Average Daily Attendance: Grades 7/8: 87.8%; Grades 9-12: 87.0%
- # of Long Term Suspensions: 486 or a rate of 3.4 per 100 students
- # of Short Term Suspensions: 5,844 or a rate of 40.7 per 100 students

ANNUAL DROPOUTS (1983-84)

	#	As % of Secondary (7-12) Enrollment [1]
Rochester (CSD)	725	4.9%

SAT AVERAGE SCORES (SCHOLASTIC APTITUDE TESTS) (1983-84)[2]

	Verbal	Math
Rochester (CSD):	425	467
New York State:	424	470
National:	426	471

*Number of Rochester students taking SAT = 342 or 26% of total graduates compared to approximately 32% of graduates taking SAT's nationally

STUDENTS ENROLLED IN NON-REGENTS COURSES (1983-84)

	English	Social Studies	Science	Math
Grade 9	57.5%	61.5%	60.6%	45.1%

STUDENTS PASSING NON-REGENTS COURSES (1983-84)

	English	Social Studies	Science	Math
Grade 9	67.9%	66.2%	71.2%	60.5%
10	72.3	68.2	78.9	69.4
11	78.4	84.6	80.5	70.2
12	88.3	(not available)	79.0	(not available)

PERCENT PASSING REGENTS COMPETENCY TESTS (1984)[2]

	Grade	Rochester (CSD)	Statewide	Test Date
Reading	11	95%	93.0%	1/84
Writing	11	85	83.6	1/84
Mathematics	9	74	69.7*	6/84

*Rochester test administration schedule is different from the State.

GRADUATION/12TH GRADE DESTINATION (1983-84)[3]

- % of 12th Graders Graduating: 87%
- 12th Grade Destination (Public High School Graduates) College-Going Rate

Destination	Rochester CSD	Monroe County (city & towns)	New York State
% Entering 4 yr. College	21.2%	36.0%	39.6%
% Entering 2 yr. College	24.8%	26.2%	27.1%
% to Employment	24.5%	20.8%	20.2%

SOURCE: Except when otherwise noted, CSD, Secondary School Profiles for Academic Year 1984-85; Three year Planning Data-Base, Vol. IV, 1984-85;
NOTES: (1) Includes grades 7-12, special education, and alternative programs; (2) SED, Student Achievement in NYS, 1983-84, Table 3; (3) SED, Distribution of High School Graduates, Table 3

Prepared by the Center for Governmental Research in cooperation with the City School District, Rochester, New York/ October, 1985.

EDUCATION FACT SHEET:

ELEMENTARY SCHOOLS (DISTRICTWIDE)

ENROLLMENT (1984-85): Total 18,043 (Grades K-6, special education students, and grade 7 in School No. 7)

Percent of Student Body

- o Poverty-level : 40.9%
- o Minority : 65.8%

ATTENDANCE/DISCIPLINE (1983-84)

- o Average Daily Attendance: 92.7%
- o # of Long Term Suspensions: 139 or a rate of .8 per 100 students
- o # of Short Term Suspensions: 1,202 or a rate of 6.6 per 100 students

PUPIL EVALUATION PROGRAM (PEP)[1]

	Percent Scoring Above the State Reference Point				
	Grade 3		Grade 5	Grade 6	
	Reading	Math	Writing	Reading	Math
1982-83:					
Rochester (CSD)	82%	82%	72%	79%	76%
Large City*	64	72	71	63	68
Small City**	79	81	79	76	75
Village/Suburban***	86	88	83	84	83
Statewide	72	76	79	73	73
1983-84:					
Rochester (CSD)	81%	81%	90%	77%	77%
Large City*	67	74	78	63	69
Small City**	80	83	83	78	78
Village/Suburban***	87	90	88	85	85
Statewide	74	77	82	73	73

Sources: CSD, Elementary School Profiles for Academic Year 1984-85, (1) SED, Student Achievement in NYS 1983-84, Table 1.

*Large City = Albany, Buffalo, Rochester, Syracuse, Yonkers

**Small City = other incorporated cities statewide

***Village/Suburban = all village school districts and all central districts with an enrollment of more than 2,500 pupils

Prepared by the Center for Governmental Research in cooperation with the City School District, Rochester, New York/October 1985

Urban League of Rochester Communitywide Education Initiative

EDUCATION FACT SHEET:

CHARLOTTE JR-SR HIGH SCHOOL**
415 Lake Avenue

ENROLLMENT (1984-85): 1041 (Total in grades 7-12)

Percent of Student Body	Charlotte	Districtwide
o Poverty-level	46.5%	38.4%
o Minority	65.2%	64.3%

ATTENDANCE/DISCIPLINE (1983-84)

		Charlotte	Districtwide
o Average Daily Attendance	7/8	89.7%	87.8%
	9-12	86.5%	87.0%
o Long Term Suspensions Rate per 100 Students	7-12	3.6	3.4
o Short Term Suspensions Rate per 100 Students	7-12	60.0	40.7

ANNUAL DROPOUT RATES FOR GRADES 9-12 (Excluding Special Education Students)

	1984-85	1983-84	1982-83
o Charlotte :	15.3%	13.2%	7.5%
o Districtwide:	10.4%	7.7%	5.4%

SAT AVERAGE SCORES (SCHOLASTIC APTITUDE TESTS) 1983-84

	Verbal	Math		Verbal	Math
Charlotte *:	416	482	New York State:	424	470
Districtwide:	425	467	Nationwide:	426	471

*Total tested at Charlotte : 11 or 10.3% of Charlotte graduates
*Total tested Districtwide : 342 or 26% of total District graduates

STUDENTS ENROLLED IN NON-REGENTS COURSES (1983-84)

Grade 9	English	Social Studies	Science	Math
Charlotte	60.7%	66.7%	68.0%	60.5%
Districtwide	57.5%	61.5%	60.6%	45.1%

STUDENTS PASSING IN NON-REGENTS COURSES (1983-84)

Grade 9	English	Social Studies	Science	Math
Charlotte	73.2%	53.4%	69.7%	41.0%
Districtwide	69.3%	68.7%	71.5%	60.7%

PERCENT PASSING REGENTS COMPETENCY TESTS (1983-84)

	Grade	Charlotte	Districtwide	Statewide
Reading	11	96%	95%	93.0%
Writing	11	88%	85%	83.6%
Math	10-11	69%	74%	69.7%

GRADUATION/12th GRADE DESTINATION (1983-84)

	Charlotte	Districtwide
o % of 12th Graders Graduating:	98.0%	87.0%

o 12th Grade Destination (Public High School Graduates)

Destination	Charlotte	Districtwide	Monroe County	NYS
% Entering 4 yr college	7.5%	21.2%	36.0%	39.6%
% Entering 2 yr college	9.3%	24.8%	26.2%	27.1%
% to Employment	70.1%	24.5%	20.8%	20.2%

**See Districtwide Fact Sheet for sources and notes

Prepared by the Center for Governmental Research in cooperation with the City School District, Rochester, New York/October 1985

EDUCATION FACT SHEET: SCHOOL #28*

HENDRIK HUDSON (SCHOOL #28)
450 Humbolt Street

ENROLLMENT (1984-85) : Total 754 (Grades K-6)

Percent of Student Body

	School #28	Districtwide
o Poverty-level	33.0%	40.9%
o Minority	60.9%	65.8%

ATTENDANCE/DISCIPLINE (1983-84)

	School #28	Districtwide
o Average Daily Attendance:	93.2%	92.7%
o Long Term Suspensions Rate Per 100 Students	0.1	0.8
o Short Term Suspensions Rate Per 100 Students	2.7	6.6

PUPIL EVALUATION PROGRAM (PEP)

	Percent Scoring Above the State Reference Point				
	Grade 3		Grade 5	Grade 6	
1983-84:	Reading	Math	Writing	Reading	Math
School #28	87	89	97	84	89
Districtwide Average	81	81	90	77	77
Highest School in District	100	100	100	97	98
Lowest School in District	55	53	71	42	50
Statewide(Large City)	67	74	78	63	69
Statewide (Suburban)	87	90	88	85	85
Statewide (Total)	74	77	82	73	73

*See Districtwide Fact Sheet (Elementary Schools) for sources and notes

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EDUCATION INITIATIVE

School Action Committee Status

July, 1986

Goals: To improve academic achievement of pupils during second semester, 1986

School	Objective	Project for Action	Results
#1	1. Improve reading levels in primary grades.	1. Investigate promotions of pupils who have reading deficiencies.	1. Proposal submitted to CSD for reading teacher. A half time reading teacher will be assigned to the school next year for students in grades K-3 who need special assistance.
#2	1. Increase parent involvement.	1. Establish a telephone tree.	1. A telephone tree was organized and used to communicate with parents.
		2. Develop a proposal to hire a Parent Coordinator.	2. A proposal to hire a Parent Coordinator was developed and submitted to foundations for funding. Final responses are expected in September.
		3. PTO Newsletter Project.	3. A PTO newsletter was developed and distributed.
#3	1. Improve Student attitudes.	1. Publish a teacher/parent handbook.	1. A parent survey was conducted and a handbook prepared for distribution to parents that gives tips on how to encourage and monitor students' homework and encourage a positive attitude about school in students. The handbook will be distributed in the fall.

ATTACHMENT 4

School	Objective
#4	1. Project a positive school image to the community.
#6	1. Improving student attendance of chronically absent.
#7	1. Increase extra curricular activities for students.
	2. Explore Primary Project for the school.

Project for Action	Results
1. Hold a pot-luck dinner.	1. A pot-luck dinner was held with parents.
2. School beautification project.	2. Students, parents and staff were involved in the beautification of school grounds with trees and bushes. Neighborhood organizations, and the City Department of Parks and Recreation have become involved in planning a new playground for the school with school staff and parents.
1. Seek support from neighborhood businesses, organizations, and parents. To help improve students attendance.	1. Local organizations provided support for plaques for students with perfect attendance and trophies for classes with best attendance. Volunteer parents made visits to homes of students with high absenteeism. **In some classes, attendance improved as much as 6%.**
1. Sponsor "sports" event. 2. Find sources of funds and volunteers.	1. A Sports event was organized by parents with the cooperation and support of the City Recreation Department. Over 400 students participated.

School	Objective
#9	1. Develop resources for after school tutoring.
	2. Increase parent and community involvement in school.
#12	1. Decrease number and rate of pupil suspensions.
#14	1. Parent participation.

Project for Action	Results
Prepare and dissiminate a list of area tutoring programs available to parents and students.	1. Information on tutoring programs was distributed to parents. 2. The number of parent volunteers in the school increased to 40. In-school after hours programs have been initiated with Puerto Rican Youth Development and are proposed with YWCA.
Study and explore alternative ways to handle behaviors contributing to suspensions.	1. A plan has been developed to address behavioral problems that lead to suspensions. The plan includes developing a behavior code for the school, time-out areas in classrooms, in-service opportunities for staff.
Seek parent signatures on homework assignments.	1. Conducted a parent survey on attitudes toward the school. 114 surveys were completed.
Explore models of parent involvement.	2. Offered four "Effective Parenting Information for Children" (E.P.I.C.) workshops to parents.
Develop neighborhood linkages and resources for aid.	3. Involved parents in a pot-luck dinner and two "Progress Breakfasts".

School	Objective
#16	1. Strenthen pupil self-worth and attitude toward learning.
#17	1. Clearly define standards or behavior and expectations of students, parents, and teachers. 2. Improve reading, writing, and math performance.
#19	1. Increase parent participation.

Project for Action	Results
1. Stage a "Pride in 16 week" (6/2/86).	1. Activities in "Pride Week" included student poster competitions, two coffee hours for community, business, political and religious leaders with a tour of the building and solicitation of commitments to help promote student achievement. Commitments to volunteer were received from business people in the area, clergy, politicians and community residents.
1. Develop a manual of behavior expected.	1. A brochure on "Learning and Behavioral Expectations for students at School #17" was completed.
2. Charles Settlement will organize tutoring program at school using community volunteers.	2. Charles Settlement organized a tutoring program at the school using staff and teen volunteers as tutors. An average of 12 students attended the sessions held. Improved school spirit was achieved through the selection of a school poster designed by a student, school T-shirts, the formation of a student council.
1. Conduct workshops for parents on such topics as Committee on the Handicapped process, and the reading program. Have student performances to motivate parent attendance.	1. Plans were completed for the next school year that will involve parents in their children's education through 4 workshops and a parent handbook which includes learning games and exercises that parents can do with children at home.

School	Objective
#22	1. Use "Parent Reading Power" Program to increase parent participation.
#23	1. Provide tutorial assistance.
	2. Provide positive interaction for all children to share skills and talents with other children.
#25	1. Initiate a pre-first program to assist children with language deficits before they enter regular first grade.

Project for Action	Results
1. Assist Literacy Center at school which gets parents involved in reading program.	1. The Literacy Center involved over 90% of the parents of students served by the Center in helping their children by attending an orientation session at school and then reading to their children at home. Over 2,000 books were taken home to be read to the children by parents or other family members.
1. Involve parent volunteers in tutoring children.	1. A Helping Center was set-up in school and parent volunteers assisted students in need of special assistance at the Center 10 hours a week.
2. Plans are being made to pair classes and children.	
1. Development of a pre-first curriculum and program for kindergarten students "at-risk" of failing.	1. A curriculum and program was developed for 20 students "at risk". Students in the project scored higher on the Stanford Kindergarten test than other students in the same grade. Their scores on the California Achievement were not appreciably lower than students in regular 1st grade. Students' self-esteem was improved.

School	Objective
#28	1. Improve academic performance of targeted students performing below potential.
#29	1. Improve communication among educators, parents, students with focus on parent involvement.

Project for Action	Results
1. Teachers will identify two students performing below their potential, problems hindering achievement and ways to overcome them.	1. Of the 38 students who were targeted by the project 39% to 42% improved their grades in reading, language arts, math and/or work/study as a result of a variety of methods used by teachers to motivate students. For many of those students who may not have improved their grade, the project had a positive impact on their attitudes toward school and learning. Better communication, mutual support and sharing of effective methods to motivate students occurred among teachers as a result of the project.
1. Conduct workshops for parents.	1. Three workshops were conducted for parents on standardized testing, parents' rights and student progress.
2. Conduct a parent/teacher survey.	2. A parent survey was conducted on parents' attitudes toward homework. 33% of parents responded to the survey.

School	Objective
#33	1. Develop a more positive attitude toward school and learning with students, parents, staff, and the community.
#34	1. Increase parent involvement.

Project for Action	Results
1. Complete first group of activities, ie, color week, spirit week, and balloon launch.	1. Color week, spirit week and the balloon launch were held with extensive involvement of staff, students, and parents. Over 1000 students participated in these activities. 20 new parent volunteers were involved in the activity, a first grade class has pen pals in a first grade in Surry Maine as a result of a balloon found there.
2. Open school store.	2. School T-shirts were sold and preparations made for opening a school store in the fall.
3. Hold a field day.	3. Field day was held for all students in the school with the help of parents, staff, the City Recreation Department and students. School pride and spirit significantly improved among students and school staff as a result of these activities.
1. Strengthen school PTA.	1. Several social functions including the unveiling of a school mural were held with parents. A school-wide science fair displayed over 50 projects, and attracted many parents.

School	Objective
#34 Cont'd.	
#35	1. Improve school image and reputation.
#36	1. Attendance.
	2. Develop student self-concept.
#37	1. Increase parent involvement.
#41	1. Set-up after school tutoring program.

Project for Action	Results
	A school-wide reading program involving both students and parents ran for 10 weeks and resulted in a significant increase in book circulation. One class of 27 read over 570 books. A bank of volunteers has been initiated to call parents when children do not report to school.
1. Develop a community made newsletter for community distribution.	1. Two newsletters were published and distributed to 3,000 community residents.
1. Identify parent volunteers to visit other parents.	
1. Involve parents uninvolved in PTA with a meeting with teachers to discuss areas of concern.	
1. Tutorial program being set-up at Vicar of Lutheran Redeemer Church, staffed by community volunteers.	1. A tutorial program was set-up at Vicar of Luthern Redeemer Church with volunteer tutors from the community. Volunteer high school students also helped. 16 students from grades 1-3 participated along with 16 volunteer tutors.

School	Objective
#42	1. Increase parent involvement.
#43	1. Develop school pride and a positive identity within the entire community.
#46	1. Increase parent involvement.
#50	1. Improve school image.

Project for Action	Results
1. Survey parents and teachers to identify ways to improve parent/school communications.	1. Two surveys were conducted, one of teachers and the other of parents. Needs identified will be addressed in a student handbook being prepared for the fall.
2. Identify parents willing to provide transportation to students and parents to school functions.	2. Two school events were held, a performance by Gospel Unique at which 130 attended and a Spring Concert/Art Exhibit/Science Exhibit at which 300 attended.
1. Implement "Corridors of History", to improve learning environment for students.	1. A proposal was submitted and funding secured for the "Corridors of History" project. Research is being completed by students on the project and the project should be completed in the fall.
1. Research possible sources of funding for staff assistance to communicate with parents.	1. A proposal was completed and has been submitted to potential funding sources to hire a person to do community outreach and improve school/parent communication.
1. Produce brochure on the projects and programs offered at the school for city-wide distribution.	1. A brochure is being developed.

School	Objective	
#58	1. Improve homework procedures.	1
Charlotte	1. Increase parent involvement.	1
East	1. Achieve better communication between parent and school.	1
	2. Identify incentives for student achievement.	2
Edison	1. Improve parent involvement.	1

Project for Action	Results
1. Survey teachers, students, and and parents for recommended improvements.	1. A parent survey was completed with over 50% of the parents responding. The results are being analyzed and will be used to clarify and communicare the homework policy to parents.
1. Issue parent cards good for free events.	1. Parent cards were issued to each students' family. 2. A date was arranged for free admission to the Rochester Science Museum for card holders and 60 people attended.
1. Prepare information pamphlet for parents on Deficiency Notices.	1. A survey of teachers on parent/teacher communication was conducted to which 55 teachers responded.
2. Identify role models for students and link them to school activities.	2. Over 50 individuals agreed to serve as role models for students either through addressing them at school or inviting them to their work place during the next school year. A survey of students to identify attitudes about themselves and their future plans was conducted.
1. Form parent organization.	1. A parent organization was formed at the school with about 45 families joining during the course of the year.

School	Objective
Edison Cont'd.	2. Student attendance and selective truancy.
	Promote high quality alternative program.
Franklin	1. Improve parent and community involvement.
	2. Improve student attendance.
Jefferson	1. Increase student attendance.
	2. Reduce drop-out rate.
	3. Improve school image.

Project for Action	Results
2. Send representative to advisory council for alternative program.	
	1. An "I am Somebody" dinner program was held at which 70 parents, students and staff attended. A "School and community working Together" breakfast was held with 40 parents/ community members, clergy, students and staff attending.
	2. An attendance committee was formed and a plan formed to address this area of concern in the fall.
1. Hold series of school events to involve parents, students and community in devising ways to meet objectives.	1. "Pride Week" was held and included a concert, a spaghetti dinner for the community, a Spruce Up Day, a Parent's Day, and Achievement Days. Over 300 attended the community dinner.

School	Objective
Monroe	1. Improve parent understanding of source scheduling and registration procedures.

Project for Action	Results
	1. All course selection sheets were revised to make them easier for parents to understand. Four evening and afternoon dates were set-up for parents to ask questions about course selections. The dates were widely publicized. 12 parents visited or called the school with questions.

EDUCATION INITIATIVE (ULR)

CITY-WIDE STEERING COMMITTEE OF THE SCHOOL ACTION COMMITTEES

APRIL 8, 1986

FUNCTION : 1) TO SHARE INFORMATION ON PROJECTS AND STRATEGIES THAT ARE BEING USED BY SAC'S TO IMPROVE THE ACADEMIC ACHIEVEMENT OF STUDENTS ATTENDING THEIR RESPECTIVE SCHOOLS.

2) TO SERVE AS AN ADVOCATE FOR MODEL EFFORTS WHICH ARE WORTHY OF REPLICATION.

3) TO ASSIST IN THE IDENTIFICATION OF RESOURCES THAT ACTION COMMITTEES MAY REQUIRE TO MOVE A PROJECT ALONG.

MEMBERSHIP: 1 REPRESENTATIVE FROM EACH SCHOOL ACTION COMMITTEE

URBAN LEAGUE ROLE: CONVENOR AND STAFF SUPPORT

NEXT MEETING: MAY 13, 1986